22480VIC Certificate II in Small Business (Operations/Innovation)

**Accredited for the period: 1st Jan, 2019 to 31st December, 2023** under   
Part 4.4 of the *Education and* Training *Reform Act 2006*

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**Modification History**

| Version 1 | July 2018 | * Course re-developed to meet the current needs of small business |
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# Section A: Copyright and course classification information

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| --- | --- | --- |
| 1. Copyright owner of the course | Copyright of this document is held by the Department of Education and Training (DET) Victoria © State of Victoria 2018 | |
| 1. Address | Executive Director  Industry Engagement and Vet Systems Division  Higher Education and Skills Group  Department of Education and Training (DET) PO Box 4367  Melbourne VIC, 3001  **Organisation Contact**:  Manager, Training Products Higher Education and Skills Group Telephone: (03) 9637 3092 Email: [course.enquiry@edumail.vic.gov.au](mailto:course.enquiry@edumail.vic.gov.au)  **Day to day contact:**  Alan Daniel Curriculum Maintenance Manager – Business Industries Chisholm Institute  PO Box 684, Dandenong, Victoria, 3175 Ph: (03) 9238 8501 Fax: (03) 9238 8504 email: [alan.daniel@chisholm.vic.edu.au](mailto:alan.daniel@chisholm.vic.edu.au) | |
| 1. Type of submission | This course is being submitted for re-accreditation. | |
| 1. Copyright acknowledgement | Copyright of this material is reserved to the Crown in the right of the State of Victoria.  © State of Victoria (Department of Education and Training) 2018  The following units of competency:   * BSBWHS201 Contribute to health and safety of self and others * BSBWOR202 Organise and complete daily work activities * BSBCRT301 Develop and extend critical and creative thinking skills * BSBINN201 Contribute to workplace innovation * BSBSUS201 Participate in environmentally sustainable work practices * BSBPRO301 Recommend products and services   are from theBSB Business ServicesTraining Package administered by the Commonwealth of Australia. © Commonwealth of Australia.  The following unit of competency:   * SITXCCS006 Provide service to customers   is from theSIT Tourism, Travel and Hospitality Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.    The following units of competency:   * FNSFLT301 Be MoneySmart * FNSFLT401 Be MoneySmart through a career in small business   are from the FNS Financial Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.  The following unit of competency:   * ICTWEB201 Use social media for collaboration and engagement   is from the ICT Information and Communications Technology Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia. | |
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| 1. Course accrediting body | Victorian Registration and Qualifications Authority (VRQA) | |
| 1. AVETMISS information |  | |
| **ANZSCO** **code**  (Australian and New Zealand Standard Classification of Occupations) | GEN20 Non-industry specific training |
| **ASCED code**  (Field of Education) | 0803 Business and Management |
| National course code | 22480VIC |
| 1. Period of accreditation | 1st Jan, 2019 to 31st December, 2023 | |

# Section B: Course information

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| 1. Nomenclature | | | | Standard 1 AQTF Standards for Accredited Courses |
|  | 1.1 Name of the qualification | 22480VIC Certificate II in Small Business (Operations/Innovation) | | |
|  | 1.2 Nominal duration of the course | 370 to 450 hours | | |
| 1. Vocational or educational outcomes | | | | Standard 1 AQTF Standards for Accredited Courses |
|  | 2.1 Purpose of the course | Graduates of this course will be able to meet the current and future industry requirements to work effectively within small business contexts across a range of industry sectors. | | |
| 1. Development of the course | | | Standards 1 and 2 AQTF Standards for Accredited Courses | |
|  | 3.1 Industry /enterprise /community needs | Employers have indicated that knowledge of how a small business functions enhances a person’s overall employability skills.  The Australian Bureau of Statistics defines a small business as one that employs fewer than 20 persons. [[1]](#footnote-1) Operating with such a small team, small businesses rely on flexible, innovative and broadly-skilled personnel.  Within small and family businesses, there is a central emphasis on innovation and the need for flexible and responsive customer service. In addition, with the growth of e-commerce, domestic and global markets, small businesses now rely increasingly upon personnel who are capable of contributing to market research, marketing (including the use of social media for marketing purposes), business operations and day to day planning.  This course provides learners with exposure to key skills and knowledge required in small business workplaces. This is the third reaccreditation of this course. It has now been in existence for more than 10 years. The course was designed as a dual recognition program as part of the VCE program and provides credit towards a student’s ATAR score (*as per the VTAC rules*). The Victorian Curriculum and Assessment Authority (VCAA) advised that there were approximately 470 enrolments in 2017 across 20 schools, between 5 registered training organisations (RTOs), some of who auspice the program with local schools in their area.  Data provided by VCAA:   |  |  |  | | --- | --- | --- | | **Year** | **School enrolments** | **Total schools** | | 2014 | 330 | 14 | | 2015 | 425 | 15 | | 2016 | 490 | 18 |   \*as at 29 November 2017  The upward trend in enrolments shows that it is a popular course. The new course structure is more flexible because it offers a greater elective choice. This will enable programs to be designed by schools and RTOs that meet the education and training needs of VCAL, Year 11 or VCE 11/ 12 student cohorts. The re-accreditation of this course meets the key drivers of VET delivered to secondary school students: increasing student retention and improving year 12 or equivalent completion rates.  The course builds confidence in learners to engage in learning by taking ownership of their own contributions and developing collaborative relationships through sharing ideas and team work.  After mapping vocational outcomes against national Training Packages, it was found that there is no qualification that provides training in the vocational outcomes *(see Section B.2)* required for effective contribution within the small business (operations and innovation) sector.  Small businesses exist across an enormous range of industries. The course provides training in skills and knowledge that will meet the requirements of anticipated employment opportunities across that range of product or service provision.  A report on the inquiry into barriers for small business by the House of Representatives Standing Committee on Education and Employment last year re-endorsed the phrase that small business is ‘the engine room of the Australian economy’. This report notes that comprising around 96 per cent of businesses in Australia, and employing over 4.5 million Australians, the small business sector is vital to the prosperity of Australia. Luisa Ryan, Director of the Business Register Unit at the ABS said there were more than 2.17 million actively trading businesses in Australia in June 2016, an increase of 2.4 per cent from June 2015, primarily driven by growth in small businesses. [[2]](#footnote-2)  *See Appendix 1: Course content developed by Steering Committee for detailed mapping of work responsibilities, associated skills and knowledge and course content.*  Industry support is confirmed through the endorsement and active participation of the Steering Committee  Members of the Steering Committee:  **Chair** - Peter Johnson, Chair, Business Skills Viability   * Nardine Keriakous, Riaki Consulting * Danielle McAuliffe: Project Manager VET, VCAA * David Eddie, Teacher St Joseph’s College * Cathie Lange, Melba College * Neil Laws, Roxburgh College * Katrina Rank, Ausdance Victoria * Domenic Saporito, Outcome Hub * Dominic Schipano, CITT * Allan Barnes: CEO, Australian Academy of Vocational Training * Chris Sacco, Teacher, Berwick Secondary College * David Henderson, Australian Arms Auctions * Dylan Beverley, Teacher, Holmesglen   In Attendance:   * Alan Daniel, CMM Business Industries * Madeleine Hayne, CMM Business Industries * Anna Henderson, Consultant | | |
|  | 3.2 Review for re-accreditation | Standards 1 and 2 for Accredited Courses  Monitoring and evaluation of 22247VIC Certificate II in Small Business (Operations/Innovation) has been conducted in accordance with the Course Documentation Section B.9 *Ongoing monitoring and evaluation,* and ensuing feedback has been taken into account in the revised course.  Revisions are based on formal and informal data collected from RTO teaching staff, student feedback and experts, and through input from the Steering Committee and Stakeholders.  22480VIC Certificate II in Small Business (Operations/Innovation) replaces and is equivalent to 22247VIC Certificate II in Small Business (Operations/Innovation).  Learners currently enrolled in the existing course may convert to 22480VIC Certificate II in Small Business (Operations/Innovation).  Please refer to the following Transition Table for transition arrangements. | | |

| Transition Table | | | |
| --- | --- | --- | --- |
| No new enrolments into: 22247VIC Certificate II in Small Business (Operations/Innovation) after 31st December, 2018 are permitted. | | | |
| **New Qualification title:** | 22480VIC Certificate II in Small Business (Operations/Innovation) Version 1 | | |
| **Previous Qualification title:** | 22247VIC Certificate II in Small Business (Operations/Innovation) | | |
| 22480VIC Certificate II in Small Business (Operations/Innovation) replaces and is equivalent to 22247VIC Certificate II in Small Business (Operations/Innovation) | | | |
| **Comments:**  Generally feedback from industry, learners and teachers showed that 22247VIC Certificate II in Small Business (Operations/Innovation) was a very popular course that did not require major changes. In response to feedback, 22480VIC Certificate II in Small Business (Operations/Innovation) has been updated in the following manner:   * the structure has been altered to provide increased flexibility – the core units have been reduced from 9 to 8 and the elective units increased from 3 to 4 *(see section 5.1, Course Structure)* * the units of competency have been updated to incorporate current business needs, such as the increased importance of social media * the units have been rewritten to reduce superfluous language and unrealistic requirements (industry generally expressed the view that some of the language was too high level for Certificate II level.   Please note that although the following changes have been made in the new qualification, the educational and vocational outcomes remain equivalent to the previous qualification.   * Nine of the ten units imported from Training Packages are electives. They are included for flexibility in course structure. | | | |
| **Units in current course** | | **Units from superseded course** | **Relationship** |
| VU22520 Contribute to small business operations and innovation | | VU21419 Contribute to small business operations and innovation | Updated and equivalent |
| VU22521 Develop elementary skills for small business environments | | VU21420 Develop elementary professional skills for small business environments | Updated and equivalent |
| VU22522 Identify small business policies and procedures | | VU21421 Follow small business policies and procedures | Updated and equivalent |

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| VU22523 Undertake basic market research and promotion for a small business product or service | VU21422 Undertake basic market research and promotion for a small business product or service | Updated and equivalent |
| VU22524 Participate in small business quality and change processes | VU21424 Participate in small business quality processes | Updated and equivalent |
| VU22525 Assist with the presentation of public activities and events | VU21425 Assist with the presentation of public activities and events | Updated and equivalent |
| VU22526 Follow procedures for routine financial activities of a small business | VU21426 Follow procedures for routine financial activities of a small business | Updated and equivalent |
| VU22527 Contribute to small business planning | VU21423 Contribute to small business planning | Updated and equivalent |
| BSBWHS201 Contribute to health and safety of others | BSBWHS201 Contribute to health and safety of others | No change |
| BSBWOR202 Organise and complete daily work activities | BSBWOR202 Organise and complete daily work activities | No change |
| BSBPRO301 Recommend products and services | BSBPRO301 Recommend products and services | No change |
| SITXCCS006 Provide service to customers | SITXCCS006 Provide service to customers | No change |
| BSBCRT301 Develop and extend critical and creative thinking skills | BSBCRT301 Develop and extend critical and creative thinking skills | No change |
| BSBINN201 Contribute to workplace innovation | BSBINN201 Contribute to workplace innovation | No change |
| BSBSUS201 Participate in environmentally sustainable work practices | BSBSUS201 Participate in environmentally sustainable work practices | No change |

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| ICTWEB201 Use social media for collaboration and engagement | ICTWEB201 Use social media for collaboration and engagement | No change |
| FNSFLT301 Be MoneySmart | FNSFLT301 Be MoneySmart | No change |
| FNSFLT401 Be MoneySmart through a career in small business | FNSFLT401 Be MoneySmart through a career in small business | No change |



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| 1. Course outcomes | | | Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses |
|  | 4.1 Qualification level | Standards 1, 2 and 3 AQTF Standards for Accredited Courses  This qualification is consistent with the *Australian Qualification Framework Second Edition January 2013* ([AQF](http://www.aqf.edu.au/)) specification for the Certificate II as follows:   * **Knowledge:** *Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning,*  through identifying and assessing small business examples to develop basic knowledge of operations systems; quality control; innovation and handling change; market research and marketing; approaches to professional skills; local and potential global trade/business opportunities, and safe and sustainable work practices within small business contexts * **Skills:** *Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:* * *Undertake defined activities* that utilise a range of skills in a small business environment, including: small business operations; professional development planning; digital and real-time marketing campaigning, Occupational Health and Safety; business plan development, implementation and review; following legal, regulatory and organisational procedures * *Provide solutions to a limited range of predictable problems* that arise in the operations and growth of a small business, including: product and service provision; customer service; financial and other record keeping; legal and regulatory compliance * **Application of knowledge and skills:** *Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters,* through: contributing to success of small business ventures under instruction/supervision as individual or as a member of a team; evaluation of own professional skills and creation of professional skills development plan; evaluation of small business examples in order to contribute to business plan development within specific small business contexts and conditions   **Volume of Learning:** The volume of learning of a Certificate II is typically 0.5 – 1 year. This will be achieved through supervised teaching, learning and assessment activities together with unsupervised learning activities and may include activities such as work experience and/or industry based learning, to support the successful achievement of the course outcomes. | |
|  | 4.2 Employability skills | Standard 4 AQTF Standards for Accredited Courses  This qualification has been mapped to national employability skills.  Refer to the following Employability Skills Summary | |

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| Employability Skills Summary | | | VRQA_colour |
| **Qualification Code:** | **22480VIC** | | |
| **Qualification Title:** | **Certificate II in Small Business (Operations/Innovation)** | | |
| The following table contains a summary of the employability skills required for this qualification. This table should be interpreted in conjunction with the detailed requirements of each unit of competency packaged in this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on the packaging options. | | | |
| Employability Skill | | Industry/enterprise requirements for this qualification include the following facets: | |
| **Communication** | | * reading and understanding relevant sources of information * modelling open and supportive communication * responding to feedback and instructions * forming recommendations for the provision of products or services that are relevant to client needs | |
| **Teamwork** | | * interacting effectively with others * sharing industry information where appropriate * understanding the importance of supporting and contributing to small business projects and activities | |
| **Problem solving** | | * identifying personal weaknesses and endeavouring to overcome them * identifying workplace and training hazards, and following control procedures | |

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| **Initiative and enterprise** | * being willing to undertake and implement change processes * applying learning about small business activities generate and exploring ideas to maintain and improve small business processes * determining how sustainability principles and practices can be applied to small business operations |
| **Planning and organising** | * collecting, analysing and organising information * accessing and systematically searching electronic databases * documenting workplace information and small business organisational procedures |
| **Self-management** | * setting personal development goals and the strategies to achieve them * understanding of own strengths and weaknesses in professional performance * responding appropriately to constructive feedback on performance |
| **Learning** | * demonstrating reliability in all agreed activities * seeking feedback and integrating constructive advice into work * applying identified social, ethical and relevant business standards |
| **Technology** | * using information technology skills to efficiently and effectively complete work tasks * applying occupational health and safety when using technology, such as ergonomics of work stations |
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|  | 4.3 Recognition given to the course | | | | Standard 5 AQTF Standards for Accredited Courses  Not applicable | | | | |
|  | 4.4 Licensing /regulatory requirements | | | | Standard 5 for Accredited Courses  Not applicable | | | | |
| 1. Course rules | | | | | | Standards 2, 6, 7 and 9 AQTF Standards for Accredited Courses | | | |
|  | 5.1 Course structure | | | Standards 2, 6 and 7 AQTF Standards for Accredited Courses  To be eligible for the award of **22480VIC Certificate II in Small Business (Operations/Innovation)** learners must successfully complete a total of twelve (12) units comprising:   * Eight(8) Core units * Four (4) Elective units   A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed. | | | | | |
| **Unit of competency/ module code** | | **Field of Education code (6 digit)** | **Unit of competency/module title** | | | | **Pre-requisite** | **Nominal hours** | |
| **Complete eight core units** | | | | | | | | | |
| VU22520 | | 080399 | Contribute to small business operations and innovation | | | | Nil | 50 | |
| VU22521 | | 080399 | Develop elementary skills for small business environments | | | | Nil | 50 | |
| VU22522 | | 080399 | Identify small business policies and procedures | | | | BSBWHS201 | 40 | |
| VU22523 | | 080505 | Undertake basic market research and promotion for a small business product or service | | | | Nil | 60 | |
| VU22524 | | 080317 | Participate in small business quality processes | | | | Nil | 25 | |
| VU22525 | | 080399 | Assist with the presentation of public activities and events | | | | Nil | 25 | |
| VU22526 | | 080399 | Follow procedures for routine financial activities of a small business | | | | Nil | 20 | |
| BSBWHS201 | | 061301 | Contribute to health and safety of self and others | | | | Nil | 20 | |
| **Complete four elective units** All elective units may be selected from this or any other accredited course or endorsed training package from units first packaged at an AQF level 2, 3 or 4 in the source curriculum or training package and should not duplicate the outcomes of the core units. Elective units should support and enhance vocational, educational and/or personal development needs of learners. | | | | | | | | | |
| VU22527 | | 080399 | Contribute to small business planning | | | | Nil | 40 | |
| BSBWOR202 | | 120505 | Organise and complete daily work activities | | | | Nil | 20 | |
| SITXCCS006 | | 110101 | Provide service to customers | | | | Nil | 25 | |
| BSBCRT301 | | 120599 | Develop and extend critical and creative thinking skills | | | | Nil | 40 | |
| BSBINN201 | | 120505 | Contribute to workplace innovation | | | | Nil | 35 | |
| BSBSUS201 | | 059999 | Participate in environmentally sustainable work practices | | | | Nil | 20 | |
| ICTWEB201 | | 080905 | Use social media for collaboration and engagement | | | | Nil | 20 | |
| FNSFLT301 | | 081199 | Be MoneySmart | | | | Nil | 40 | |
| BSBPRO301 | | 080501 | Recommend products and services | | | | Nil | 20 | |
| FNSFLT401 | | 081199 | Be MoneySmart through a career in small business | | | | Nil | 40 | |
| **Total nominal hours** | | | | | | | | | **370 – 450** |

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|  | 5.2 Entry requirements | Standard 9 AQTF Standards for Accredited Courses  Applicants for the **22480VIC Certificate II in Small Business (Operations/Innovation)** must have:   * a demonstrated capacity in learning, reading, writing, oracy and numeracy competencies to Level 2 of the Australian Core Skills Framework ([ACSF](https://www.education.gov.au/australian-core-skills-framework)) and be able to use a personal computer, including basic word processing, spread sheet, and electronic communication platforms and internet search engines | |
| 1. Assessment | | | Standards 10 and 12 AQTF Standards for Accredited Courses |
|  | 6.1 Assessment strategy | Standard 10 AQTF Standards for Accredited Courses  *Standard 10 for Accredited Courses*  All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:  Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers,  or  the Standards for Registered Training Organisations 2015 (SRTOs),  or  the relevant standards and Guidelines for RTOs at the time of assessment.  These standards assure that the assessment strategies meet the requirements of the course.  Assessment must be consistent with the conditions and method of assessment specified in each unit.  Assessment methods and collection of evidence will involve the application of knowledge and skills to small business (operations and innovation) workplaces or simulated environments.  All assessment activities will be related to a small business (operations and innovation) context.  A range of assessment methods will be used, such as:   * action learning projects in real, or simulated, small business settings * research projects in small business (operations and Innovation) * portfolios * practical exercises, case studies and scenarios * observation * written and direct questioning * presentations   Assessment strategies for imported units from training package should be consistent with the assessment requirements/evidence guides for the relevant training packages.  RTOs must ensure that Recognition of Prior Learning (RPL) is offered to all applicants in determining competency for Credit.  There is no mandatory workplace assessment. | |
|  | 6.2 Assessor competencies | Standard 12 AQTF Standards for Accredited Courses  Assessment must be undertaken by a person or persons in accordance with:   * Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers,   or   * the *Standards for Registered Training Organisations 2015* (SRTOs),   or   * the relevant standards and Guidelines for RTOs at the time of assessment.   Assessors of the imported units of competency must meet the requirements of the relevant Training Package and/or accredited Course Documentation. | |
| 1. Delivery | | | Standards 10 and 12 AQTF Standards for Accredited Courses |
|  | 7.1 Delivery modes | Standard 11 AQTF Standards for Accredited Courses  Delivery of units of competency imported from Training Packages should be contextualised to the small business (operations and innovation) industry sector, whilst ensuring that the delivery guidelines are adhered to. The following rules apply for contextualisation:   * elements and associated performance criteria must not be altered in any way * the range statement may be expanded as long as it does not increase the complexity of the unit * the evidence guide may be expanded as long as it retains the integrity of the unit and does not jeopardise the student’s potential to achieve the competency * learning and assessment resources may be tailored to the specific needs of the target group, while maintaining their validity.   Delivery of units of competency should take into consideration the individual needs of students. Modes of delivery may include:   * workshops * individual assignments * team-based assignments * applied learning in the workplace or simulated small business environment * blended learning   Learners may be supported through: on-line (internet, social media, email and telephony); face-to-face conferencing, mentoring and interviews; ad hoc arrangements, and regular progress monitoring, particularly for practical work.  The course may be delivered part-time or full-time.  There is no mandatory workplace delivery. | |
|  | 7.2 Resources | Standard 12 AQTF Standards for Accredited Courses  Training must be undertaken by a person or persons in accordance with:   * Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,   or   * the *Standards for Registered Training Organisations 2015* (SRTOs),   or   * the relevant standards and Guidelines for RTOs at the time of assessment.   Resources include:   * access to computers and internet * access to documentation normally used in the small business (operations and innovation) environment | |
| 1. Pathways and articulation | | Standard 8 AQTF Standards for Accredited Courses  This qualification comprises nationally endorsed units of competency from the: BSB Business Services; the SIT Tourism, Travel and Hospitality; the FNS Financial Services, and the ICT Information and Communications Technology Training Packages. Participants who successfully complete any of these units will be able to gain credit into other qualifications that require these same units.  There are no formal articulation arrangements at present. | |
| 1. Ongoing monitoring and evaluation | | Standard 13 AQTF Standards for Accredited Courses  The Curriculum Maintenance Manager (CMM) Business Industries is responsible for monitoring and evaluation of the 22480**VIC Certificate II in Small Business (Operations/Innovation)**  The **22480VIC Certificate II in Small Business** **(Operations/Innovation)** will be reviewed at mid-point of accreditation period. Evaluations will involve consultation with:   * course participants * small business industry representatives * teaching staff * assessors   Any significant changes to the course resulting from course monitoring and evaluation procedures will be reported to the VRQA through a formal amendment process. | |

## 

Appendix 1: Course content developed by the stakeholders

Steering Committee and project team members have identified the area of skills required for personnel who contribute across general functions of small business operations and an elementary or supervised job role.

1.1 Skills and knowledge mapping

Required skills and knowledge mapping to course content developed by Steering Committee.

The following table shows the mapping of the key skills areas of Certificate II in Small Business (Operations/Innovation) identified by the Steering Committee, against core units and suggested electives selected from nationally endorsed Training Packages and accredited qualifications. Where identified skills areas not covered by existing Training Packages and accredited qualifications, new units of competency have been developed.

**Table 10.1:** Required skills and knowledge mapping to course content

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| **Job role** | **Knowledge & skills needed for job role** | **Units of Competency** |
| Contribute to operations | * definitions of operations * Standards and regulations, e.g. taxation, BAS statements,, * Examples and trends for small business operations in Australia * Product/business cycles * Innovative ideas for systems/technologies/operations/digital enhancements | VU22520 Contribute to small business operations and innovation  BSBINN201 Contribute to workplace innovation |
| Following policies and procedures | * location of policies and procedures * analysis and interpretation * literacy /numeracy * use of logos and branded stationery (i.e. what can be used) * software * intellectual property | VU22521 Determine small business policies and procedures  BSBWOR202 Organise and complete daily work activities |
| Creative thinking and innovation | * development of creative thinking skills * building, sharing and testing new ideas * review of processes/activities for improved practice/methods * review of processes and own work | VU22520 Contribute to small business operations and innovation  BSBINN201 Contribute to workplace innovation  BSBCRT301 Develop and extend critical and creative thinking skills |
| Contribution to strategic planning and continuous improvement | * definitions of small business * components of a business plan * planning processes * quality systems * regulatory and legislative requirements * lean management (e.g. Six Sigma) | VU22520 Contribute to small business planning  VU22524 Participate in small business quality processes  BSBINN201 Contribute to workplace innovation |
| Preparation of financial/business documents | * literacy skills / numeracy * use of technology * branded stationery * policy, regulatory, ethical and legislative requirements * basic accounting | VU22526 Follow procedures for routine financial activities of a small business  FNSFLT401Be MoneySmart through a career in small business |
| Customer service | * interpersonal skills * communication * product knowledge * sourcing clients | SITXCCS006 Provide service to customers  BSBPRO301 Recommend products and services |
| Organising of own work practices and approaches to tasks | * manage time effectively * distinguish between: urgent and non-urgent tasks, important and non-important tasks * take responsibility for timely completion of own work tasks | VU22521 Develop elementary skills for small business environments  BSBWOR202 Organise and complete daily work activities |
| Market research, promotion of product or servicer | * product knowledge * price structures * sales techniques * interpersonal skills * entrepreneurial skills * market research * local and global market environment * digital marketing: use of social media channels and platforms | VU22523 Undertake basic market research and promotion for a small business product or service  VU22525 Assist with the presentation of public activities and events  ICTWEB201 Use social media for collaboration and engagement  BSBPRO301 Recommend products and services |
| Operating effectively within industry area | * types of business * industry characteristics and trends * regulatory and legislative requirements * internal and external environment * international trends that affect local industry * local and global trading circumstances for the particular business sector * networking and partnerships * working within a community of practice | VU22520 Contribute to small business operations and innovation  VU22521 Develop elementary skills for small business environments  VU22527 Contribute to small business planning  VU22524 Participate in small business quality processes  Underpinning skills and knowledge for all core units |
| Occupational Health and Safety | * locate, understand and follow workplace OHS procedures * identify and interpret signs and symbols including emergency alarms * recognise and report hazards * select and use personal protective clothing and equipment * correctly use equipment and materials | BSBWHS201 Contribute to health and safety of self and others  Underpinning skills and knowledge for all core units |
| Effectively communicate with a range of people including: clients, suppliers, colleagues and management | * use effective communication techniques * creative thinking and innovation processes * ethics / diversity * reporting, recording and providing information * completion of workplace documents * develop collaborative relationships/team work:   networking  problem solving  conflict resolution | VU22521 Develop elementary skills for small business environments  VU22524 Participate in small business quality processes  Underpinning skills for all core units |

# Section C: Units of Competency

**Core units**

VU22520 Contribute to small business operations and innovation

VU22521 Develop elementary professional skills for small business environments

VU22522 Identify small business policies and procedures

VU22523 Undertake basic market research and promotion for a small business product or service

VU22524 Participate in small business quality processes

VU22525 Assist with the presentation of public activities and events

VU22526 Follow procedures for routine financial activities of a small business

BSBWHS201 Contribute to health and safety of self and others

**Elective units**

VU22527 Contribute to small business planning

BSBWOR202 Organise and complete daily work activities

SITXCCS006 Provide service to customers

BSBCRT301 Develop and extend critical and creative thinking skills

BSBINN201 Contribute to workplace innovation

BSBSUS201 Participate in environmentally sustainable work practices

ICTWEB201 Use social media for collaboration and engagement

FNSFLT301 Be MoneySmart

BSBPRO301 Recommend products and services

FNSFLT401 Be MoneySmart through a career in small business

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| Unit Code | | | | VU22520 | |
| Unit Title | | | | Contribute to small business operations and innovation | |
| Unit Descriptor | | | | This unit covers the knowledge and skills required to identify the characteristics of small business operations within the Australia and to support the operational needs of a specific small business context, under supervision  No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. | |
| Employability Skills | | | | This unit contains Employability Skills. | |
| Application of the Unit | | This unit supports the work of small business personnel responsible for contributing to day-to-day short-, and long-term small business operations through following procedures and maintaining effective workplace relationships with colleagues and external stakeholders. | | | |
| ELEMENT | | | PERFORMANCE CRITERIA | | |
| Elements describe the essential outcomes of a unit of competency. | | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | |
| 1. | Identify key features and characteristics of small business operations | | 1.1 | | Locate and describe definitions, examples and systems of ***small business operations*** within Australia |
| 1.2 | | Identify and review primary relevant federal and state legislation, and local government regulatory requirements, including OHS and business standards for application to a ***specific small business context*** |
|  |  | | 1.3 | | Access examples of small business operations and check their goals and objectives and their strengths and weaknesses in optimising business performance throughout ***business life cycle phases*** |
| 1.4 | | Discuss the impact of government policy, economic trends and international factors on small business operations |
| 2. | Support small business operations and innovation practice | | 2.1 | | Investigate and discuss the importance of innovation in small business operations |
| 2.2 | | Generate ***ideas*** to support, or improve, small business operations utilising ***creative thinking processes*** |
| 2.3 | | Refine and test ideas in consultation with ***relevant people*** and discuss future practices |
| REQUIRED SKILLS AND KNOWLEDGE | | | | | |
| This describes the essential skills and knowledge, and their level, required for this unit. | | | | | |
| Required Skills | | | | | |
| * interpersonal communication skills to: * work with managers and colleagues either under direction, independently, or within a team * literacy skills to read and interpret information and data * skills to interpret information on definitions, characteristics and trends of small business operations * innovation and creative thinking skills to contribute to the discussion on ideas that support business operations performance | | | | | |
| Required Knowledge | | | | | |
| * basic features and characteristics of small business operations * basic legal and regulatory requirements related to small business operations * basic strategies and approaches for improving small business performance * general conditions that affect the position of small business in Australia, including: * impact of government economic policy and economic indicators on small business development, growth and failure rates * impact of government policy on employment terms and conditions * impact of international trends in small business development and innovation | | | | | |
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| RANGE STATEMENT | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | |
| *Small business operations* may refer to: | * managing small business goals and objectives, such as: * selection of methods for converting inputs into outputs * setting of short- to long-term targets * small business life cycle phases * product or service life cycle phases * quality system to achieve an agreed standard of product/service * environmental, social and economic sustainability drivers and enablers (Triple Bottom Line principles and processes) * Australian quality and environmental sustainability certification systems * processes, policies and procedures * defining performance indicators * risk management * insurance requirements and conditions * monitoring and measuring methods * strategies for innovation that will optimise the performance of business operations, such as: * new and emerging technologies * marketing methods * product selection and design * day-to-day and recurrent operational requirements specific to the type of small business, such as: * administrative systems and procedures * financial management systems and procedures * meeting targets * maintenance of premises * maintenance of equipment * Work Place Safety and environmental issues * resourcing of: * products * materials * equipment * location/premises * staffing |
| ***Specific small business context*** may include: | * category of small business, such as: * family business * micro business * home-based business * specific nature of small business product or service * local, national and international market reach |
| ***Business life cycle phases*** may include: | * phases or stages of product or service provision, from inception to maturation, of either an individual product/service or business operations as a whole, such as: * ADDIE product or system model: * Analysis * Design * Development * Implementation * Evaluation * Product life cycle model: * Introduction * Growth * Maturity * Decline (Phase out) |
| *Ideas* may include: | * innovation for business operations * opportunities to create profits and/or assets * ideas that: * support ADDIE life cycle phases of small business operations * support marketing processes such as brands and logos * entail possible funding applications * working within a community of practice * opportunities for the general development or advancement of an organisation that may be non-directly commercial in nature |
| *Creative thinking processes* may include: | * challenging existing ideas and concepts through reviewing, musing, testing and experimenting * divergent thinking * convergent thinking * brainstorming * discussion |
| *Relevant people* may include: | * managers * supervisors * colleagues * peers * consultants * technical experts * investors * key stakeholders |
| EVIDENCE GUIDE | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | A person who demonstrates competency in this unit must provide evidence of:   * accessing examples of small business operations and checking against goals and objectives of a specific small business context * generating and reviewing at least one idea designed to support, or improve, small business operations * knowledge of features and characteristics of small business operations * knowledge of primary relevant legislative and regulatory requirements for small business operations |
| Context of and specific resources for assessment | Assessment must ensure:   * activities are related to a small business operations and innovation context   Resources implications for assessment include access to:   * suitable simulated or real workplace opportunities * examples of small business operations * government and industry publications relevant to small business enterprises |
| Method of assessment | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * a project on the comparison of examples of small business operations * a research project in small business development in Australia * a project on optimum use of technology for a small business context * responses to case studies and scenarios concerning, for example, creative thinking processes * role play in testing and refining ideas * oral and written questioning |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. Suggested units may include but are not limited to:   * *VU22522 Identify small business policies and procedures* * *VU22527 Contribute to small business planning* |

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| Unit code | | | VU22521 | |
| Unit title | | | Develop elementary skills for small business environments | |
| Unit Descriptor | | | This unit describes the skills and knowledge required to develop personal qualities, and attitudes to effectively communicate and contribute to building business relationships within a small business environment.  *No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication*. | |
| Employability Skills | | | This unit contains Employability Skills. | |
| Application of the Unit | | | This unit supports personnel from small business environments, responsible for contributing to collaborative internal and external business relationships through communicating effectively, problem-solving and realistic management of tasks and priorities. | |
| ELEMENT | | PERFORMANCE CRITERIA | | |
| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | |
| 1. | Identify the skills and attributes required to work effectively in a small business environment | 1.1 | | Describe ***communication and problem-solving skills*** relevant to small business environments |
| 1.2 | | Develop and use ***negotiation skills*** to encourage positive outcomes within ***ethical codes of conduct*** and legislative and regulatory standards that are relevant to small business |
| 1.3 | | Identify and discuss ***time and work management methods*** for elementary-level application to a small business environment |
| 2. | Assess individual skill development | 2.1 | | Assess personal strengths and weaknesses against career aspirations |
| 2.2 | | Identify and prioritise goals for development of workplace skills |
| 2.3 | | Identify and evaluate strategies to build on strengths and weakness |
| 2.4 | | Design and implement ***individual skills development plan,*** that addresses realistic goals and selected strategies, in consultation with ***relevant people*** |
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| 3. | Apply elementary skills to the small business environment | 3.1 | | ***Monitor*** individual skills development against planned goals according to ***organisational requirements*** |
| 3.2 | | Review monitoring data and feedback against planned goals and lessons learned and incorporate into future practice |
| REQUIRED SKILLS AND KNOWLEDGE | | | | |
| This describes the essential skills and knowledge, and their level, required for this unit. | | | | |
| Required Skills | | | | |
| * interpersonal communication skills to: * relate to people at all levels * work with managers and colleagues either under direction, independently, or within a team * solve problems, resolve conflicts and negotiate * literacy skills to read and interpret information and data * research and analytical skills to investigate and assess: * skills and knowledge relevant to a small business workplace * analytical skills to identify social, ethical and business standards * reflective skills to formulate a plan and openly assess own skills development | | | | |
| Required Knowledge | | | | |
| * organisational approaches to skills, knowledge and codes of conduct required for a small business environment * primary legislative and regulatory standards relevant to workplace conduct and ethical behaviours * elementary communication, negotiation and problem-solving techniques for small business contexts * elementary time and work management strategies relevant to a small business environment | | | | |
| RANGE STATEMENT | | | | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | | | | |
| ***Communication and problems-solving skills*** may include: | | * verbal or non-verbal language * accurately interpreting non-verbal and verbal messages * two-way interaction * active listening * questioning to clarify and confirm understanding * culturally inclusive and appropriate use of language and concepts * culturally sensitive engagement techniques * clear and concrete presentations of options * ethical behaviour * seeking feedback * assertiveness * developing self-esteem and confidence * electronic communication protocols for sharing information * building trust, reliability and co-operative relationships through: * taking responsibility for own actions * seeking and accepting positive and negative feedback * recognising limitations and asking for help where needed * being flexible * team skills, such as: * team system * shared goals * shared decision making * shared problem solving * equal and respectful participation and contribution * skills required for the small business workplace including: * punctuality * reliability * multi-tasking * planning and organising tasks effectively * being entrepreneurial, innovative and creative * being responsive to change and competition | | |
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| ***Negotiation skills*** may include: | | * methods of gaining agreement * conflict resolution * options for reaching satisfactory conclusions * assertiveness * use of communication skills to aid negotiation process * body language * questioning techniques * language style * active listening * reflecting | | |
| ***Ethical codes of conduct*** may include: | | * relevant legislative, regulatory and business standards for ethical codes of conduct, social /cultural inclusion * formal and informal organisational codes of conduct * organisational practices and procedures for working with local and international internal and external customers and stakeholders * personal principles, beliefs and attitudes * relevant Triple Bottom Line (TBL) sustainability principles and practices | | |
| ***Time and work management methods*** may include: | | * organisational planning * operational systems for productivity and getting things done, such as: * prioritising tasks * short-, mid- and long-term targets * setting of schedules * testing expectations and modifying as necessary * personal qualities that support time and work management, such as: * motivation * self-esteem * concentration * relaxation * assertiveness * stress management | | |
| ***Individual skills development plan*** may include: | | * plan based on skills assessment and that addresses goals such as: * immediate work goals * career goals * workplace competencies * work/life balance * considerations, such as: * cultural * religious * disability * health * plan based on skills assessment and that addresses strategies such as: * training/coaching in professionalism and workplace competencies * personal study and knowledge development * methods of maintaining motivation * development of support networks | | |
| ***Relevant people*** may include: | | * managers and supervisors * colleagues and peers * team leaders | | |
| ***Monitor*** may include: | | * use of: * reporting systems * progress journal * reflective journal * documents, charts and templates used to map progress * forms, surveys or reports for feedback from peers and stakeholders * informal feedback from peers and stakeholders | | |
| ***Organisational requirements*** may include: | | * codes of conduct * reporting systems * performance evaluation procedures * organisational goals and vision | | |
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| EVIDENCE GUIDE | | | | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | A person who demonstrates competency in this unit must provide evidence of:   * designing and participating in an elementary skills development plan that addresses individual requirements, realistic goals and strategies to achieve these goals * monitoring progress and reviewing the plan * knowledge of elementary skills required for a small business environment * knowledge of basic legislative and regulatory standards relevant to code of behaviour in small business environments | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * activities are related to a small business operations and innovation context * samples of individual professional skills development plans * sufficient time to implement a plan   Resources implications for assessment include access to:   * suitable simulated or real workplace opportunities * samples of organisational policies regarding codes of conduct and ethical behaviour | | |
| Method of assessment | | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * project/s relating to the meaning of professionalism in small business contexts * development, implementation and monitoring and review of an individual professional skills development plan to entry level * a portfolio covering research into legislated and voluntary approaches to ethics, cultural and social inclusion * responses to case studies and scenarios about, for example: ethics and codes of conducts * role play/action learning exercises concerning a range of professional communication and problem-solving scenarios * oral or written questioning * presentations | | |
| Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. | | |

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| Unit code | | VU22522 | | |
| Unit title | | Identify small business policies and procedures | | |
| Unit Descriptor | | This unit describes the skills and knowledge required to identify the overall organisation, policies and workplace procedures in order to understand performance procedures in entry level job role/s.  No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. | | |
| Employability Skills | | This unit contains Employability Skills. | | |
| Application of the Unit | | This unit supports the work of personnel from small business environments who are responsible for contributing to the implementation of workplace procedures. This work is underpinned by a general awareness of an organisation’s overall structure and policies. | | |
| Pre-requisite Unit: | | **BSBWHS201 Contribute to health and safety of self and others** | | |
| ELEMENT | | | PERFORMANCE CRITERIA | |
| Elements describe the essential outcomes of a unit of competency. | | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
| 1. | Identify small business conditions | | 1.1 | Access ***workplace information*** and discuss its role in supporting small business personnel |
| 1.2 | Describe small business role interrelationships and responsibilities of personnel |
| 2. | Determine policies and procedures of small business environments | | 2.1 | Identify primary legislative and regulatory standards and requirements, including workplace relations for small business environments |
| 2.2 | Outline organisational policies and job role/s and relationships of a small business enterprise |
| 2.3 | Identify performance, monitoring and reporting ***procedures*** for roles and responsibilities linked to organisational policies |

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| REQUIRED SKILLS AND KNOWLEDGE | |
| This describes the essential skills and knowledge, and their level, required for this unit. | |
| Required Skills | |
| * literacy skills to read and interpret information and data * research skills to investigate the small business conditions including work environment, worksite, organisational structure and operating approaches * skills to identify organisational policies and workplace procedures that relate to entry level job role/s and responsibilities | |
| Required Knowledge | |
| * primary legislative and regulatory standards and requirements, including workplace relations for small business environments * small business operating systems and production/service provision management | |
| RANGE STATEMENT | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | |
| ***Workplace information*** may include: | * documents, manuals, and ad hoc information that describes the small business environment and purpose, such as: * mission/vision statements * description of small business product or service * category of small business * induction manual/sessions * organisational charts * sources/location of organisational information * details of product or service and operations management * details of the market segment and positioning * logos and branding * formal and informal updates * organisational policies and procedures |
| ***Organisational policies*** may include: | * compliance with federal and state legislation and regulatory requirements, business standards, business rules and formalised approaches related to: * employment terms and conditions * employer obligations * employee obligations * induction requirements * professional development * access and equity * anti-discrimination * codes of conduct * privacy/whistle blower * intellectual property * production of selected product/s * provision of selected service/s * environmental sustainability * Occupational Health and Safety * terms of trade * policies that further: * organisational culture, vision and mission * community to practice * co-operative relationships – internal / external * customer/client satisfaction * Australian quality and environmental sustainability certification systems |
| ***Procedures*** may include: | * human resource management, including: * recruitment, induction, performance review and termination * employment terms and conditions, * tenure * Standard Operating Procedures (SOPs) * Standard Technical Procedures (STPs) * Key performance indicators (KPIs) for personnel performance and for production/service provision * logistics, such as: * supply and handling of materials * supply and handling of time and information * inventory and storage * packaging * shipping and transport * monitoring and reporting systems * project/production/service provision management methods * Occupational Health and Safety * energy efficiency and waste management, such as the 5Rs: * Refuse * Reduce * Reuse * Repair * Recycle * SOPs or STPs relating to: * waste management * energy and water conservation * noise * land-care * chemicals handling * risk management * financial documents and processes * use of logos, branding, enterprise stationery * customer service |
| EVIDENCE GUIDE | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | A person who demonstrates competency in this unit must provide evidence of:   * researching information about the organisation, culture and conditions of a small business * identifying small business organisational policies and workplace procedures at an elementary job role level * knowledge of basic relevant legislative and regulatory requirements for small business environments |
| Context of and specific resources for assessment | Assessment must ensure:   * activities are related to a small business operations and innovation context   Resources implications for assessment include access to:   * suitable simulated or real workplace opportunities * samples of induction/orientation information * samples of small business operating procedures and monitoring/reporting systems * OHS information * government and industry publications relevant to small business enterprises |
| Method of assessment | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * evaluation of a research project into workplace orientation necessary to follow organisational/operational procedures * practical exercises in a range of operational procedures * analysis of responses to case studies and scenarios about issues concerning small business policy development * oral and written questioning * presentations |
| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. Suggested units may include but are not limited to:   * *VU22520 Contribute to small business operations and innovation* |

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| Unit code | | | VU22523 | |
| Unit title | | | Undertake basic market research and promotion for a small business product or service | |
| Unit Descriptor | | | This unit describes the skills and knowledge required to undertake and evaluate basic market research for a selected new, or existing small business product or service in order to plan and conduct marketing activities for a target audience at an elementary level.  No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. | |
| Employability Skills | | | This unit contains Employability Skills. | |
| Application of the Unit | | | This unit supports the work of personnel from small business environments who contribute to the building of business reach and improvement through market research and subsequent promotion of products and services to general or specific market segments. | |
| ELEMENT | | PERFORMANCE CRITERIA | | |
| Elements describe the essential outcomes of a unit of competency. | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | | |
| 1. | Prepare a basic market research plan for a small business product or service | 1.1 | | Investigate general models and definitions of ***market research*** and ***marketing*** |
| 1.2 | | Identify and discuss legal, ethical and privacy issues related to conducting basic market research |
| 1.3 | | Select new, or existing, small business product or service for basic market research and promotion in consultation with ***relevant people*** |
| 1.4 | | Source and discuss ***product or service information*** and customer profile |
| 1.5 | | Select and build suitable market research strategies, including digital marketing into a ***basic market research plan*** |
| 2. | Undertake basic market research | 2.1 | | Assist with planning basic market research activity, incorporating legal, privacy and ethical requirements |
| 2.2 | | Conduct basic research in accordance with plan |
| 2.3 | | Record, collate and examine market research results |
| 2.4 | | Consider factors that may affect the quality of market research results in the examination |
| 2.5 | | Use feedback from basic market research to assess feasibility of promoting small business product or service |
| 3. | Promote small business product or service | 3.1 | | Make any necessary improvements to product or service suggested by market research results in consultation with relevant people |
| 3.2 | | Research promotion strategies, including digital marketing; select for suitability to context; and build into a ***basic marketing plan*** |
| 3.3 | | Market product or service to a target audience in accordance with the plan |
| 3.4 | | Monitor marketing/promotion activities and record results |
| 3.5 | | Review promotion activities against goals of a basic marketing plan and use results to improve products, services and/or processes |
| REQUIRED SKILLS AND KNOWLEDGE | | | | |
| This describes the essential skills and knowledge, and their level, required for this unit. | | | | |
| Required Skills | | | | |
| * interpersonal communication skills to: * relate to people at all levels * work with managers and colleagues either under direction, independently, or within a team * literacy skills to record, collate and analyse and assess the quality of market research data * research skills to undertake elementary market research * planning skills to plan elementary marketing/promotion activities for a target audience and based on market research findings * reflective skills to openly assess own contribution to market research and promotion activities | | | | |
| Required Knowledge | | | | |
| * basic market research models, terminology, methods and techniques applicable to small business contexts * basic marketing and promotion terminology and techniques relevant to small business marketing * basic digital marketing strategies appropriate for small business marketing * general knowledge of legal, privacy and ethical issues relevant to conducting basic market research and marketing | | | | |
| RANGE STATEMENT | | | | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | | | | |
| ***Market research*** may include: | | * primary and secondary types of market research to determine: * market information * market segmentation * market trends * rationale for conducting market research * understand what customers want * to test new product or service idea * to test reception of business in a new location * feasibility of entering international market arena * assess competition/market share * determine existing and potential customer profile * product research * data collection techniques, such as: * questionnaires * discussions and interviews * secondary sources of information * quality of data considerations: * reliability and quantity of responses * time and resource restrictions to the breadth of research | | |
| ***Marketing*** may include: | | * setting objectives and strategies * promotion of product or service through a selection of communication approaches | | |
| ***Relevant people*** may include: | | * colleagues * management * marketing consultants/experts * technical personnel | | |
| ***Product or service information*** may include: | | * in-house knowledge and experience of colleagues * technical features and specifications * manufacturer’s instructions / operational manuals * promotional material * reviews * availability * cost | | |
| ***Basic market research plan*** may include: | | * focus of market research * depth, breadth, quantity of research required * time and resources available * research team/personnel * primary research requirements: * who will be questioned * how they will be questioned * when they will be questioned * secondary research sources of information * compliance with: * research ethics * privacy * intellectual property / copyright * codes of conduct * organisational policies and procedures * methods to record and collate collected data and information * timeframe and milestones for stages of data collection and analysis * final analysis | | |
| ***Basic marketing plan*** may include: | | * determination of target audience, such as: * in-house personnel to pitch a new idea * external customers / clients * marketing objectives, such as: * increase customer awareness of product or service * gain market share * meet growth or sales targets * marketing strategies, such as: * advertising * presentations and product launches * digital media channels, such as: internet; mobile technologies; radio and television; social media * marketing requirements, such as: * timeframe and resources * time and place of face-to-face promotion activities * legal, copyright and ethical compliance * monitoring, reporting and review procedures | | |
| EVIDENCE GUIDE | | | | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | A person who demonstrates competency in this unit must provide evidence of:   * developing a basic market research plan for a selected product or service * undertaking basic market research in accordance with the plan * developing and conducting a basic marketing plan that includes digital marketing for the promotion of a small business product or service to a target audience * knowledge of legal, privacy and ethical marketing requirements * knowledge of basic market research and marketing terminology and concepts applicable to small business contexts | | |
| Context of and specific resources for assessment | | Assessment must ensure:   * activities are related to a small business operations and innovation context * Examples of existing small business products or services that lend themselves to a basic market research may include: * declining sales of children’s magazines in a newsagent * an attempt to increase delivery of domestic cleaning services for a contract cleaning organisation * an attempt to increase the take-away sales of a small café * Examples of marketing /promotion activities that lend themselves to elementary marketing may include: * basic market research * developing a business website * developing a business social media platform * organising an open day * generating publicity for a business outside traditional paid advertising parameters   Resources implications for assessment include access to:   * suitable simulated or real workplace opportunities * samples of basic market research and marketing activities * legal, privacy and ethics compliance guidelines relevant to small business enterprises | | |
| Method of assessment | | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * a small business product or service market research project * an elementary small business product or service promotion plan * a presentation to a target audience of a small business product or service * practical exercises such as gathering market research data / developing questionnaires * responses to case studies and scenarios on the promotion of a small business product or service * oral and written questioning | | |
| Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. | | |

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| Unit code | | VU22524 | | |
| Unit title | | Participate in small business quality processes | | |
| Unit Descriptor | | This unit describes the skills and knowledge required to contribute to small business quality culture and outcomes through participating in quality measures, building collaborative workplace relationships, identifying areas for workplace improvements. | | |
|  | | No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. | | |
| Employability Skills | | This unit contains Employability Skills. | | |
| Application of the Unit | | This unit supports the contribution of small business personnel to an enterprise’s quality efforts, approaches and improvement processes at an elementary job role level. | | |
| ELEMENT | | | PERFORMANCE CRITERIA | |
| Elements describe the essential outcomes of a unit of competency. | | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
| 1. | Identify basic quality and continuous improvement concepts | | 1.1 | Research and describe general history and concepts of ***quality management*** and ***continuous improvement*** |
| 1.2 | Discuss the use of ***‘get it right the first time’*** concept for small business operations and procedures |
| 1.3 | Investigate and discuss the role of engagement, job ownership and collaborative relationships in fostering the success of quality measures |
| 2. | Contribute to small business quality processes | | 2.1 | Identify quality documentation and systems relevant to small business context/s |
| 2.2 | Identify opportunities to develop collaborative and constructive workplace relationships through open communication and team work |
| 2.3 | Identify and follow ***communication strategies*** to present a positive organisational image with external ***customers*** |
| REQUIRED SKILLS AND KNOWLEDGE | | | | |
| This describes the essential skills and knowledge, and their level, required for this unit. | | | | |
| Required Skills | | | | |
| * interpersonal communication skills to: * relate to people at all levels * work with managers and colleagues either under direction, independently, or within a team * provide customer service at the level of an elementary job role * promote quality measures through constructive workplace relationships * research skills to: * investigate quality systems and concepts applicable to a small business enterprise * generate ideas for improved practices * organisational skills to seek support from, or to refer matters to relevant colleagues * reflective skills to openly assess the contribution | | | | |
| Required Knowledge | | | | |
| * relevant quality control and management concepts and implementation processes * general customer service strategies for small business customers and external stakeholders * basic concepts of change management relevant to continuous improvement in small business contexts | | | | |
| RANGE STATEMENT | | | | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | | | | |
| ***Quality management*** may include: | | | * models, such as: * LEAN principles such as Six Sigma * Total Quality Management * Quality Control * Quality Control and Management * Customer Relations Management * Continuous Improvement * historical influence of leaders, such as: Deming; Juran; Feigenbaum and Crosby * key concepts, such as: * customer satisfaction * understanding customer needs in order to meet/exceed customer expectations * key principles, such as: * continuous improvement of productivity is only as good as the system under which people operate * quality is dependent on a commitment by the top tier of an organisation and all else follows * the best person to ask how to improve is the one doing the job * key tools, such as: * workplace culture of: * collaborative relationships * open communication, * sharing of information and ideas * everyone is responsible for quality and continuous improvement * job ownership * clear understanding of the benefits of quality management * saving of time and resources * job satisfaction through engagement and job ownership and quality outcomes * business success customer through customer satisfaction * quality system documentation * work instructions * product specifications * Australian quality certification systems * Standard Operating Procedures (SOPs) * Standard Technical Procedures (STPs) | |
| ***Continuous improvement*** may include: | | | * Plan, Do, Check and Act cycle of process trial, review and improvement * optimising organisational performance * learning from mistakes * fixing root causes of problems * culture of every level of the enterprise being responsible for continuous improvement | |
| Concept of ***‘Get it right the first time’*** may include: | | | * elimination of the need to fix errors or faults at the end of a process or service through prevention measures such as: * inbuilt quality processes throughout all stages of a process * Key Performance Indicators (KPIs) throughout all stages of a process * undertaking, finishing and following up on work tasks * Zero Defects concept * elimination of waste of time and resources in having to: * fault find * repair, recall and/or restore products * repair and/or restore customer relations and reputation | |
| ***Communication strategies*** may include: | | | * general oral, verbal and non-verbal communication skills * general written communication skills * e-commerce etiquette * problem-solving * team-building * knowledge of organisational vision/mission * product and service knowledge * working within limits of own authority * seeking advice or referring issues to persons with appropriate authority as required | |
| ***Customers*** may include: | | | * internal personnel * external customers such as: * suppliers * contractors * customers and clients * networks of specialists providing services to small business * customers with routine or special requests * regular and new customers | |
| EVIDENCE GUIDE | | | | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | | A person who demonstrates competency in this unit must provide evidence of:   * participating in change processes to support continuous improvement of a small business quality outcome * knowledge of general quality concepts and continuous improvement implementation processes * knowledge of basic relevant legislative and regulatory requirements for small business quality and change processes | |
| Context of and specific resources for assessment | | | Assessment must ensure:   * activities are related to a small business operations and innovation context   Resources implications for assessment include access to:   * suitable simulated or real workplace opportunities * examples of small business quality system reference material, manuals or documentation * samples of small business documents that outline quality goals, strategic and/or operational plans | |
| Method of assessment | | | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * a project on continuous improvement implementation for a small business context * responses to case studies and scenarios for continuous improvement and change management * oral and written questioning | |
| Guidance information for assessment | | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. | |

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| Unit code | | VU22525 | | |
| Unit title | | Assist with the presentation of public activities and events | | |
| Unit Descriptor | | This unit describes the skills and knowledge required to complete a range of tasks under supervision for the set up and operation of activities and events for general, as well as small business, contexts.  No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. | | |
| Employability Skills | | This unit contains Employability Skills. | | |
| Application of the Unit | | This unit supports the work of small business and other personnel involved in contributing to the planning, execution and review of promotional and other public events and activities. | | |
| ELEMENT | | | PERFORMANCE CRITERIA | |
| Elements describe the essential outcomes of a unit of competency. | | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
| 1. | Contribute to identifying opportunities for new activities and events | | 1.1 | Identify and refine ideas and opportunities for new ***activities or events*** in consultation with relevant people |
| 1.2 | Align proposed new activities or event ideas to ***organisational requirements*** |
| 1.3 | Identify emergency procedures for inclusion in event planning |
| 2. | Set up a small activity or event | | 2.1 | Clarify and confirm details of event, necessary ***resources***, roles and responsibilities and timelines with relevant people |
| 2.2 | Obtain and set up facilities, equipment and support materials as needed, in accordance with agreed requirements for the activity or event |
| 2.3 | Follow procedures for meeting and greeting participants |
| 3. | Assist with presentation of the activity or event | | 3.1 | Follow agreed plans for the activity or event |
| 3.2 | Make any necessary adjustments to plan, in consultation with relevant people and without compromising the activity or event |
| 3.3 | Monitor audience response and seek feedback from contributors, participants and stakeholders |
| 3.4 | Review presentation against planned goals, ***documented results*** and use findings to inform future presentations |
| REQUIRED SKILLS AND KNOWLEDGE | | | | |
| This describes the essential skills and knowledge, and their level, required for this unit. | | | | |
| Required Skills | | | | |
| * interpersonal communication skills to: * relate to people at all levels * work with managers and colleagues either under direction, independently, or within a team * provide customer service at the level of an elementary job role * market research skills to: * align public events and activities to organisational requirements * gather and collate written and verbal feedback * entrepreneurial skills to generate ideas for new events and activities * organisational and literacy skills sufficient to prepare documents and reports related to a presentation of events and activities * reflective skills to openly assess the contribution | | | | |
| Required Knowledge | | | | |
| * basic knowledge of events and activities management practice * cultural protocols relevant to public activities and events * safe work and manual handling practices, emergency procedures, relevant to presentation of public activities and events | | | | |
| RANGE STATEMENT | | | | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | | | | |
| ***Activities and events*** may include: | | | * new business launch and/or marketing event * new product or service launch and/or promotion * special occasions, ceremonies and festivals * holiday or weekend activities * performance-based events, such as: * theatre/drama * film * music * demonstrations * workshops * open days * location-specific events, such as: * field trips * site visits | |
| ***Organisational requirements*** may include: | | | * goals and objectives * organisational planning * operations systems and processes * organisational policies and procedures * market research findings * marketing strategies * sponsorship partnerships * ethical standards * access and equity principles and practices * cultural diversity principles * communication channels * compliance with relevant Federal, State and local government legislation, regulations and business standards | |
| ***Resources*** may include: | | | * human resources, such as: * staff * performers/speakers * physical resources, such as: * lighting, sound, audio-visuals * equipment and props * music * food and drink supply and service requirements * cartage * advertising * sponsorship arrangements * venue plans * venue provision/hire/purchase | |
| ***Documented results*** may include: | | | * oral feedback * surveys / questionnaires * monitoring spread sheet * informal records * enterprise pro-forma * formal report | |
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| EVIDENCE GUIDE | | | | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | | A person who demonstrates competency in this unit must provide evidence of:   * contributing to developing ideas and plans for a public event or activity in line with organisational requirements * contributing to the presentation and review of a public event or activity in line with organisational requirements * knowledge of basic safe work practices and emergency procedures for presentation of public events and activities | |
| Context of and specific resources for assessment | | | Assessment must ensure:   * activities are related to a small business operations and innovation context   Resources implications for assessment include access to:   * suitable simulated or real workplace opportunities * samples of event plans, procedures manuals, event presentation instructions * samples of organisational plans, policies and procedures | |
| Method of assessment | | | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * a project in planning for and presenting a public activity or event. * a research project on appraising a public event against planned goals * practical exercises and/or demonstrations in steps required to present public events * responses to case studies and scenarios about issues related to planning, presenting and monitoring public activities and events * oral and written questioning * presentations | |
| Guidance information for assessment | | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. | |

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| Unit code | | VU22526 | | |
| Unit title | | Follow procedures for routine small business financial activities | | |
| Unit Descriptor | | This unit describes the skills and knowledge required to use the correct hard and soft documents and applications to prepare, process and record routine financial documents in line with small business procedures and compliance obligations.  No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. | | |
| Employability Skills | | This unit contains Employability Skills. | | |
| Application of the Unit | | This unit supports the work of personnel who are responsible for processing and recording routine, day-to-day financial transactions and activities at an elementary level. | | |
| ELEMENT | | | PERFORMANCE CRITERIA | |
| Elements describe the essential outcomes of a unit of competency. | | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
| 1. | Identify small business routine financial procedures | | 1.1 | Identify and describe ***organisational procedures*** for processing, recording and storing day-to-day, routine financial transactions |
| 1.2 | Identify and describe ***documentation*** relevant to maintaining routine financial transactions |
| 1.3 | Determine relevant small business legislation, regulations, industry standards, and audit requirements |
| 2. | Prepare and process routine financial activities as required | | 2.1 | Process, record and balance deposits, withdrawals and card activities using banking documentation and in accordance with organisational procedures |
| 2.2 | Process, record and balance, purchasing, petty cash and sales activities in accordance with organisational procedures |
| 2.3 | Prepare and check invoices against source documents and process and record in accordance with organisational procedures |
| 3. | Reconcile and record transactions | | 3.1 | Check all financial activities for accuracy and facilitate their review by ***relevant people*** as required |
| 3.2 | File and archive final records of all routine financial activities in accordance with organisational procedures |
| REQUIRED SKILLS AND KNOWLEDGE | | | | |
| This describes the essential skills and knowledge, and their level, required for this unit. | | | | |
| Required Skills | | | | |
| * interpersonal communication skills to: * relate to people at all levels * work with managers and colleagues either under direction, independently, or within a team * analytical skills to: * identify workplace procedures that relate to routine, day-to-day financial tasks and responsibilities * read and interpret financial information and data and to complete records * numeracy and calculation skills to process, check and balance financial activities | | | | |
| Required Knowledge | | | | |
| * routine financial transaction and banking procedures for small business contexts * electronic software and online platforms for managing routine financial transactions and information within small business operational contexts * basic systems of calculating, balancing and presenting financial records and data * basic knowledge of primary relevant legislation and regulatory requirements for small business financial activities | | | | |
| RANGE STATEMENT | | | | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | | | | |
| ***Organisational procedures*** may include: | | | * guidelines for the use of logos and branded stationery * cyber security processes * mandatory information for financial activities, such as: * names * addresses * amounts of money * dates * identification details, such as: * account numbers * card numbers * cheque numbers * system identification details, such as: * customer number * document number * entering and balancing deposits and accounts receivable * creating invoices/accounts payable * checking validity of cheques and vouchers * checking validity of bank cards, such as: * signatures * dates * amounts * online and general processes for: * banking, such as: * cash bundling * accurate forms * banking summaries * statements * cash handling procedures * sales and purchasing payment methods * privacy and confidentiality codes of practice * security procedures * verbal or written contracts, such as: * telephone/internet * utilities * tenancy * relevant legal and organisation policy and guidelines * Australian accounting and auditing standards * electronic accounting * Occupational Health and Safety | |
| ***Documentation*** may include: | | | * vouchers * invoices * purchase orders * receipts * credit notes * applications * claims * statements * deposit books * delivery dockets * remittance advice * petty cash management system * software applications, such as: * Xero * QuickBook * MYOB * hard-copy banking documentation, such as: * withdrawal forms * deposit slips/books * cheques * applications | |
| ***Relevant people*** may include: | | | * supervisor * manager * account department * accounts clerk * petty cash officer * Nominated person with authority to effect complex financial activities and problem-solving | |
| EVIDENCE GUIDE | | | | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | | A person who demonstrates competency in this unit must provide evidence of:   * accurately processing routine financial activities within a small business context * knowledge of procedures for processing a range of routine financial activities within a small business context * basic knowledge of primary relevant legislation, standards and regulatory requirements, including privacy, confidentiality, for small business financial activities | |
| Context of and specific resources for assessment | | | Assessment must ensure:   * activities are related to a small business operations and innovation context   Resources implications for assessment include access to:   * samples of small business financial activities procedures and guidelines * samples of small business financial activity documentation and records * legislation, regulations and standards related to financial activity | |
| Method of assessment | | | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * practical exercises in conducting a range of electronic and non-electronic routine financial transactions / record keeping and archiving * case studies and scenarios for reconciling and recording financial transactions * oral and written questioning | |
| Guidance information for assessment | | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. | |

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| Unit code | | VU22527 | | |
| Unit title | | Contribute to small business planning | | |
| Unit Descriptor | | This unit describes the skills and knowledge required to contribute to small business planning through identifying and assessing business planning components and processes relevant to a small business context.  No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication. | | |
| Employability Skills | | This unit contains Employability Skills. | | |
| Application of the Unit | | This unit supports the work of personnel who contribute to the achievement of goals and objectives of a small business through participating in business planning processes and review. | | |
| ELEMENT | | | PERFORMANCE CRITERIA | |
| Elements describe the essential outcomes of a unit of competency. | | | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide. | |
| 1. | Identify key features and characteristics of small business planning | | 1.1 | Identify and debate role of planning in driving the success of ***small business goals and objectives*** |
| 1.2 | Locate and describe definitions, key components and examples of ***small business planning*** |
| 1.3 | Investigate and discuss interrelationship of small business operations, policies and procedures, market research and marketing with small business planning |
| 1.4 | Describe and discuss the role of professionalism, ***entrepreneurial attitudes and behaviours*** in supporting successful small business planning |
| 1.5 | Identify and include ***services that provide support and assistance to small business*** in planning, as required |
| 2. | Contribute to business planning for small business context | | 2.1 | Identify informal and formal opportunities to contribute to the ***business planning processes*** |
| 2.2 | Identify ***Key Performance Indicators (KPIs)***, ***compliance requirements***, basic sustainability principles and practices and OHS standards against planned goals and objectives for a small business context |
| 2.3 | Explore opportunities to improve business planning for a small business context, in consultation with relevant people |
| 2.4 | Appraise small business planning, including any improvements, in consultation with relevant people |
| REQUIRED SKILLS AND KNOWLEDGE | | | | |
| This describes the essential skills and knowledge, and their level, required for this unit. | | | | |
| Required Skills | | | | |
| * interpersonal communication skills to: * relate to people at all levels * work with managers and colleagues either under direction, independently, or within a team * literacy and numeracy skills to read and comprehend business plan documents, including a financial plan * research skills to collect, document and interpret information on definitions, components and examples of small business planning * analytical skills to: * locate and cross reference business plans to work roles and responsibilities within small business contexts * explore potential improvements to business plans * identify the need for business planning * basic planning skills to generate ideas to improve business operations | | | | |
| Required Knowledge | | | | |
| * basic knowledge of small business planning components and processes * basic knowledge of small business operations, policy and procedure development * basic sustainability principles and practices * basic legal and regulatory requirements related to small business planning and performance * safe work practices | | | | |
| RANGE STATEMENT | | | | |
| The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. | | | | |
| *Small business goals and objectives* may include: | | | * product or service provision focus of business * short-, medium- or long-terms goals * market focus of the business * projected market share / segments * customer / client needs * proposed size and scale of the business * financial capacity * Return on Investment (ROI) projections * sustainability: environmental; economic, social issues * quality and environmental sustainability certification aims * occupational health, safety and well-being issues | |
| *Small business planning* may include: | | | * market research * feasibility studies * vision and mission statements * setting of realistic goals and objectives based on: * overall business life cycle phases * product or service life cycle phases * performance management systems, such as: * marketing plan * operations plan * financial plan * risk management plan * human resources management plan * alignment of business goals and objectives with individual roles and responsibilities * key result areas such as: * reduction of operating expenditure * improved cash flow, accounts receivable and asset management * improved business performance * improved staff development, collaboration and engagement * key performance indicators and benchmarks * codes of conduct * legal and regulatory requirements * monitoring, reporting and review components * identification of specialist services/consultants * sustainability considerations | |
| *Entrepreneurial attitudes and behaviours* may include: | | | * flexibility * interest in pursuing new ideas * willingness to take risks * belief in ability to act on intuition * confidence in self and vision * curiosity * ability to think laterally | |
| *Services that provide support and assistance to small business* may include: | | | * community-based business support/mentor organisations * federal and state government agencies, including funding bodies * community of practice and other funding sources * social media /online small business communities * industry associations and networks * business enterprise centres * expert small business education and training providers | |
| *Business planning processes* may include: | | | * planning days * team meetings * staff performance reviews * informal workplace discussions * information collection strategies * lean management, such as implementation of Six Sigma | |
| *Key Performance Indicators (KPIs)* may include: | | | * KPIs of job role performance, such as: * following instructions * keeping to schedules * following policies and procedures * reporting issues * KPIs of business performance, such as: * quantifiable outcomes of provision of product or service * short-term indicators that measure progress so that corrective action is taken during the process * processes in place to meet long-term goals and targets, such as: * budgets * growth * development of customer/client base * economic, social and environmental sustainability Triple Bottom Line (TBL) reporting criteria * current market performance of products and services | |
| *Compliance requirements* may Include: | | | * relevant federal and state government primary legislation and regulations * relevant Australian and international business and product standards * ethical requirements, such as: * privacy * sustainability principles and practices * intellectual property (IP) | |
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| EVIDENCE GUIDE | | | | |
| The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines of this qualification. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | | | A person who demonstrates competency in this unit must provide evidence of:   * identifying and assessing the purpose and key components of small business planning * contributing to a small business plan * general knowledge of features and characteristics of small business planning * knowledge of basic relevant legislative and regulatory requirements for small business planning * knowledge of basic OHS and sustainability principles and practices | |
| Context of and specific resources for assessment | | | Assessment must ensure:   * activities are related to a small business operations and innovation context   Resources implications for assessment include access to:   * suitable simulated or real workplace opportunities * samples of key business planning documents * government and industry publications relevant to small business enterprises | |
| Method of assessment | | | A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:   * a research project in small business planning definitions, key components and key drivers * a research project into services that provide support for small business planning and development * a review of samples of planning documentation * responses to case studies and scenarios about small business goal setting; KPI setting; planning and/or related issues * oral or written questioning | |
| Guidance information for assessment | | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. Suggested units may include but are not limited to:   * *VU22520 Contribute to small business operations and innovation* * *VU22522 Identify small business policies and procedures* * *VU22523 Undertake basic market research and promotion for a small business product or service* | |

1. http://asic.gov.au/for-business/your-business/small-business/small-business-overview/small-business-what-is-small-business/ [↑](#footnote-ref-1)
2. .[stats](http://www.abs.gov.au/ausstats/abs@.nsf/mediareleasesbytitle/950EC94DB899312ECA2573B00017B8F4?OpenDocument) [↑](#footnote-ref-2)