

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*



Education
and Training



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

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
2. Address	<p>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</p> <p>Organisation Contact:</p> <p>Manager, Training Products Higher Education and Skills Group Telephone: (03) 9637 3092 Email: course.enquiry@edumail.vic.gov.au</p> <p>Day to day contact:</p> <p>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</p>
3. Type of submission	This course is being submitted for re-accreditation.
4. Copyright acknowledgement	<p>Copyright of this material is reserved to the Crown in the right of the State of Victoria.</p> <p>© State of Victoria (Department of Education and Training) 2018</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> • 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 <p>are from the BSB Business Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> • SITXCCS006 Provide service to customers

	<p>is from the SIT Tourism, Travel and Hospitality Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.</p> <p>The following units of competency:</p> <ul style="list-style-type: none"> FNSFLT301 Be MoneySmart FNSFLT401 Be MoneySmart through a career in small business <p>are from the FNS Financial Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.</p> <p>The following unit of competency:</p> <ul style="list-style-type: none"> ICTWEB201 Use social media for collaboration and engagement <p>is from the ICT Information and Communications Technology Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia.</p>	
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6. Course accrediting body	Victorian Registration and Qualifications Authority (VRQA)	
7. 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
8. Period of accreditation	1 st Jan, 2019 to 31 st December, 2023	

Section B: Course information

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								
2. 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.								
3. Development of the course		Standards 1 and 2 AQTF Standards for Accredited Courses							
3.1 Industry /enterprise /community needs	<p>Employers have indicated that knowledge of how a small business functions enhances a person’s overall employability skills.</p> <p>The Australian Bureau of Statistics defines a small business as one that employs fewer than 20 persons.¹ Operating with such a small team, small businesses rely on flexible, innovative and broadly-skilled personnel.</p> <p>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.</p> <p>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 (<i>as per the VTAC rules</i>). 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.</p> <p>Data provided by VCAA:</p> <table><tr><th>Year</th><th>School enrolments</th><th>Total schools</th></tr><tr><td>2014</td><td>330</td><td>14</td></tr></table>			Year	School enrolments	Total schools	2014	330	14
Year	School enrolments	Total schools							
2014	330	14							

¹ <http://asic.gov.au/for-business/your-business/small-business/small-business-overview/small-business-what-is-small-business/>

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

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

².[stats](#)


	<ul style="list-style-type: none"> ~ 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 <p>In Attendance:</p> <ul style="list-style-type: none"> ~ Alan Daniel, CMM Business Industries ~ Madeleine Hayne, CMM Business Industries ~ Anna Henderson, Consultant
3.2 Review for re-accreditation	<p><i>Standards 1 and 2 for Accredited Courses</i></p> <p>Monitoring and evaluation of 22247VIC Certificate II in Small Business (Operations/Innovation) has been conducted in accordance with the Course Documentation Section B.9 <i>Ongoing monitoring and evaluation</i>, and ensuing feedback has been taken into account in the revised course.</p> <p>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.</p> <p>22480VIC Certificate II in Small Business (Operations/Innovation) replaces and is equivalent to 22247VIC Certificate II in Small Business (Operations/Innovation).</p> <p>Learners currently enrolled in the existing course may convert to 22480VIC Certificate II in Small Business (Operations/Innovation).</p> <p>Please refer to the following Transition Table for transition arrangements.</p>

Transition Table		
No new enrolments into: 22247VIC Certificate II in Small Business (Operations/Innovation) after 31 st 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: <ul style="list-style-type: none">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 (<i>see section 5.1, Course Structure</i>)the units of competency have been updated to incorporate current business needs, such as the increased importance of social mediathe 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. <ul style="list-style-type: none">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

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

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

4. Course outcomes	<i>Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses</i>
4.1 Qualification level	<p><i>Standards 1, 2 and 3 AQTF Standards for Accredited Courses</i></p> <p>This qualification is consistent with the <i>Australian Qualification Framework Second Edition January 2013</i> (AQF) specification for the Certificate II as follows:</p> <ul style="list-style-type: none"> • Knowledge: <i>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</i> • Skills: <i>Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:</i> <ul style="list-style-type: none"> ◦ <i>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</i> ◦ <i>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</i> • Application of knowledge and skills: <i>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</i> <p>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.</p>
4.2 Employability skills	<p><i>Standard 4 AQTF Standards for Accredited Courses</i></p> <p>This qualification has been mapped to national employability skills. Refer to the following Employability Skills Summary</p>

Employability Skills Summary 	
Qualification Code: 22480VIC	
Qualification Title: Certificate II in Small Business (Operations/Innovation)	
<p>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.</p>	
Employability Skill	Industry/enterprise requirements for this qualification include the following facets:
Communication	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • interacting effectively with others • sharing industry information where appropriate • understanding the importance of supporting and contributing to small business projects and activities
Problem solving	<ul style="list-style-type: none"> • identifying personal weaknesses and endeavouring to overcome them • identifying workplace and training hazards, and following control procedures

Initiative and enterprise	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • collecting, analysing and organising information • accessing and systematically searching electronic databases • documenting workplace information and small business organisational procedures •
Self-management	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • demonstrating reliability in all agreed activities • seeking feedback and integrating constructive advice into work • applying identified social, ethical and relevant business standards
Technology	<ul style="list-style-type: none"> • 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

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		
5. 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: <ul style="list-style-type: none"> • 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

5.2 Entry requirements	<p>Standard 9 AQTF Standards for Accredited Courses</p> <p>Applicants for the 22480VIC Certificate II in Small Business (Operations/Innovation) must have:</p> <ul style="list-style-type: none"> a demonstrated capacity in learning, reading, writing, oracy and numeracy competencies to Level 2 of the Australian Core Skills Framework (ACSF) and be able to use a personal computer, including basic word processing, spread sheet, and electronic communication platforms and internet search engines
6. Assessment	
6.1 Assessment strategy	<p>Standard 10 AQTF Standards for Accredited Courses</p> <p><i>Standard 10 for Accredited Courses</i></p> <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <p>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,</p> <p>or</p> <p>the Standards for Registered Training Organisations 2015 (SRTOs),</p> <p>or</p> <p>the relevant standards and Guidelines for RTOs at the time of assessment.</p> <p>These standards assure that the assessment strategies meet the requirements of the course.</p> <p>Assessment must be consistent with the conditions and method of assessment specified in each unit.</p> <p>Assessment methods and collection of evidence will involve the application of knowledge and skills to small business (operations and innovation) workplaces or simulated environments.</p> <p>All assessment activities will be related to a small business (operations and innovation) context.</p> <p>A range of assessment methods will be used, such as:</p> <ul style="list-style-type: none"> – 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 <p>Assessment strategies for imported units from training package should be consistent with the assessment requirements/evidence guides for the relevant training packages.</p>

	<p>RTOs must ensure that Recognition of Prior Learning (RPL) is offered to all applicants in determining competency for Credit.</p> <p>There is no mandatory workplace assessment.</p>
6.2 Assessor competencies	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Assessors of the imported units of competency must meet the requirements of the relevant Training Package and/or accredited Course Documentation.</p>
7. Delivery	<i>Standards 10 and 12 AQTF Standards for Accredited Courses</i>
7.1 Delivery modes	<p><i>Standard 11 AQTF Standards for Accredited Courses</i></p> <p>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:</p> <ul style="list-style-type: none"> 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. <p>Delivery of units of competency should take into consideration the individual needs of students. Modes of delivery may include:</p> <ul style="list-style-type: none"> workshops individual assignments team-based assignments applied learning in the workplace or simulated small business environment blended learning

	<p>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.</p> <p>The course may be delivered part-time or full-time.</p> <p>There is no mandatory workplace delivery.</p>
7.2 Resources	<p><i>Standard 12 AQTF Standards for Accredited Courses</i></p> <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the <i>Standards for Registered Training Organisations 2015</i> (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Resources include:</p> <ul style="list-style-type: none"> access to computers and internet access to documentation normally used in the small business (operations and innovation) environment
8. Pathways and articulation	<p><i>Standard 8 AQTF Standards for Accredited Courses</i></p> <p>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.</p> <p>There are no formal articulation arrangements at present.</p>
9. Ongoing monitoring and evaluation	<p><i>Standard 13 AQTF Standards for Accredited Courses</i></p> <p>The Curriculum Maintenance Manager (CMM) Business Industries is responsible for monitoring and evaluation of the 22480VIC Certificate II in Small Business (Operations/Innovation)</p> <p>The 22480VIC Certificate II in Small Business (Operations/Innovation) will be reviewed at mid-point of accreditation period. Evaluations will involve consultation with:</p> <ul style="list-style-type: none"> – 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.
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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

Job role	Knowledge & skills needed for job role	Units of Competency
Contribute to operations	<ul style="list-style-type: none"> – <i>definitions of operations</i> – <i>Standards and regulations, e.g. taxation, BAS statements,,</i> – <i>Examples and trends for small business operations in Australia</i> – <i>Product/business cycles</i> – <i>Innovative ideas for systems/technologies/operations/digital enhancements</i> 	VU22520 Contribute to small business operations and innovation BSBINN201 Contribute to workplace innovation
Following policies and procedures	<ul style="list-style-type: none"> – <i>location of policies and procedures</i> – <i>analysis and interpretation</i> – <i>literacy /numeracy</i> – <i>use of logos and branded stationery (i.e. what can be used)</i> – <i>software</i> – <i>intellectual property</i> 	VU22521 Determine small business policies and procedures BSBWOR202 Organise and complete daily work activities
Creative thinking and innovation	<ul style="list-style-type: none"> – <i>development of creative thinking skills</i> – <i>building, sharing and testing new ideas</i> – <i>review of processes/activities for improved practice/methods</i> – <i>review of processes and own work</i> 	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	<ul style="list-style-type: none"> – <i>definitions of small business</i> – <i>components of a business plan</i> – <i>planning processes</i> – <i>quality systems</i> – <i>regulatory and legislative requirements</i> – <i>lean management (e.g. Six Sigma)</i> 	VU22520 Contribute to small business planning VU22524 Participate in small business quality processes BSBINN201 Contribute to workplace innovation
Preparation of financial/business documents	<ul style="list-style-type: none"> – <i>literacy skills / numeracy</i> – <i>use of technology</i> – <i>branded stationery</i> 	VU22526 Follow procedures for routine financial activities of a small business FNSFLT401Be MoneySmart through a career in small business

	<ul style="list-style-type: none"> – <i>policy, regulatory, ethical and legislative requirements</i> – <i>basic accounting</i> 	
Customer service	<ul style="list-style-type: none"> – <i>interpersonal skills</i> – <i>communication</i> – <i>product knowledge</i> – <i>sourcing clients</i> 	SITXCCS006 Provide service to customers BSBPRO301 Recommend products and services
Organising of own work practices and approaches to tasks	<ul style="list-style-type: none"> – <i>manage time effectively</i> – <i>distinguish between: urgent and non-urgent tasks, important and non-important tasks</i> – <i>take responsibility for timely completion of own work tasks</i> 	VU22521 Develop elementary skills for small business environments BSBWOR202 Organise and complete daily work activities
Market research, promotion of product or service	<ul style="list-style-type: none"> – <i>product knowledge</i> – <i>price structures</i> – <i>sales techniques</i> – <i>interpersonal skills</i> – <i>entrepreneurial skills</i> – <i>market research</i> – <i>local and global market environment</i> – <i>digital marketing: use of social media channels and platforms</i> 	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	<ul style="list-style-type: none"> – <i>types of business</i> – <i>industry characteristics and trends</i> – <i>regulatory and legislative requirements</i> – <i>internal and external environment</i> – <i>international trends that affect local industry</i> – <i>local and global trading circumstances for the particular business sector</i> – <i>networking and partnerships</i> – <i>working within a community of practice</i> 	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	<ul style="list-style-type: none"> – <i>locate, understand and follow workplace OHS procedures</i> – <i>identify and interpret signs and symbols including emergency alarms</i> – <i>recognise and report hazards</i> – <i>select and use personal protective clothing and equipment</i> – <i>correctly use equipment and materials</i> 	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:	<ul style="list-style-type: none"> – <i>use effective communication techniques</i> – <i>creative thinking and innovation processes</i> 	VU22521 Develop elementary skills for small business environments VU22524 Participate in small business quality processes

clients, suppliers, colleagues and management	<ul style="list-style-type: none">– <i>ethics / diversity</i>– <i>reporting, recording and providing information</i>– <i>completion of workplace documents</i>– <i>develop collaborative relationships/team work:</i><ul style="list-style-type: none">– <i>networking</i>– <i>problem solving</i>– <i>conflict resolution</i>	Underpinning skills for all core units
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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

Unit Code	VU22520
Unit Title	Contribute to small business operations and innovation
Unit Descriptor	<p>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</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
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 <i>bold italicised</i> 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	<p>1.1 Locate and describe definitions, examples and systems of <i>small business operations</i> within Australia</p> <p>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 <i>specific small business context</i></p> <p>1.3 Access examples of small business operations and check their goals and objectives and their strengths and weaknesses in optimising business performance throughout <i>business life cycle phases</i></p> <p>1.4 Discuss the impact of government policy, economic trends and international factors on small business operations</p>
2. Support small business operations and innovation practice	<p>2.1 Investigate and discuss the importance of innovation in small business operations</p> <p>2.2 Generate <i>ideas</i> to support, or improve, small business operations utilising <i>creative thinking processes</i></p> <p>2.3 Refine and test ideas in consultation with <i>relevant people</i> and discuss future practices</p>

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*

Unit code	VU22521
Unit title	Develop elementary skills for small business environments
Unit Descriptor	<p>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.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
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 <i>bold italicised</i> 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	<p>1.1 Describe <i>communication and problem-solving skills</i> relevant to small business environments</p> <p>1.2 Develop and use <i>negotiation skills</i> to encourage positive outcomes within <i>ethical codes of conduct</i> and legislative and regulatory standards that are relevant to small business</p> <p>1.3 Identify and discuss <i>time and work management methods</i> for elementary-level application to a small business environment</p>
2. Assess individual skill development	<p>2.1 Assess personal strengths and weaknesses against career aspirations</p> <p>2.2 Identify and prioritise goals for development of workplace skills</p> <p>2.3 Identify and evaluate strategies to build on strengths and weakness</p> <p>2.4 Design and implement <i>individual skills development plan</i>, that addresses realistic goals and selected strategies, in consultation with <i>relevant people</i></p>

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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

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

- o active listening
- o 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:
 - o prioritising tasks
 - o short-, mid- and long-term targets
 - o setting of schedules
- testing expectations and modifying as necessary
- personal qualities that support time and work management, such as:
 - o motivation
 - o self-esteem
 - o concentration
 - o relaxation
 - o assertiveness
 - o stress management

Individual skills development plan may include:

- plan based on skills assessment and that addresses goals such as:
 - o immediate work goals
 - o career goals
 - o workplace competencies
 - o work/life balance
 - o 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

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.

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

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

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.

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|---|--|
| 1. Identify small business conditions | 1.1 Access <i>workplace information</i> 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 <i>procedures</i> for roles and responsibilities linked to organisational policies |

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

- o privacy/whistle blower
- o intellectual property
- o production of selected product/s
- o provision of selected service/s
- o environmental sustainability
- o Occupational Health and Safety
- o terms of trade
- policies that further:
 - o organisational culture, vision and mission
 - o community to practice
 - o co-operative relationships – internal / external
 - o customer/client satisfaction
- Australian quality and environmental sustainability certification systems

Procedures may include:

- human resource management, including:
 - o recruitment, induction, performance review and termination
 - o employment terms and conditions,
 - o tenure
- Standard Operating Procedures (SOPs)
- Standard Technical Procedures (STPs)
- Key performance indicators (KPIs) for personnel performance and for production/service provision
- logistics, such as:
 - o supply and handling of materials
 - o supply and handling of time and information
 - o inventory and storage
 - o packaging
 - o 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:
 - o Refuse
 - o Reduce
 - o Reuse
 - o Repair
 - o Recycle
- SOPs or STPs relating to:
 - o waste management
 - o energy and water conservation

- o noise
- o land-care
- o 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
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- 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:
- o *VU22520 Contribute to small business operations and innovation*

Unit code	VU22523
Unit title	Undertake basic market research and promotion for a small business product or service
Unit Descriptor	<p>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.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
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 <i>bold italicised</i> 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	<p>1.1 Investigate general models and definitions of <i>market research</i> and <i>marketing</i></p> <p>1.2 Identify and discuss legal, ethical and privacy issues related to conducting basic market research</p> <p>1.3 Select new, or existing, small business product or service for basic market research and promotion in consultation with <i>relevant people</i></p> <p>1.4 Source and discuss <i>product or service information</i> and customer profile</p> <p>1.5 Select and build suitable market research strategies, including digital marketing into a <i>basic market research plan</i></p>
2. Undertake basic market research	<p>2.1 Assist with planning basic market research activity, incorporating legal, privacy and ethical requirements</p> <p>2.2 Conduct basic research in accordance with plan</p> <p>2.3 Record, collate and examine market research results</p> <p>2.4 Consider factors that may affect the quality of market research results in the examination</p>

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|--|-----|---|
| | 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

Basic market research plan may include:

- cost
- 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

- o legal, copyright and ethical compliance
- o 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
 - o 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
 - o 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

	<ul style="list-style-type: none">• legal, privacy and ethics compliance guidelines relevant to small business enterprises
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none">• 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	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Unit code	VU22524
Unit title	Participate in small business quality processes
Unit Descriptor	<p>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.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
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 <i>bold italicised</i> 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	<p>1.1 Research and describe general history and concepts of <i>quality management</i> and <i>continuous improvement</i></p> <p>1.2 Discuss the use of '<i>get it right the first time</i>' concept for small business operations and procedures</p> <p>1.3 Investigate and discuss the role of engagement, job ownership and collaborative relationships in fostering the success of quality measures</p>
2. Contribute to small business quality processes	<p>2.1 Identify quality documentation and systems relevant to small business context/s</p> <p>2.2 Identify opportunities to develop collaborative and constructive workplace relationships through open communication and team work</p> <p>2.3 Identify and follow <i>communication strategies</i> to present a positive organisational image with external <i>customers</i></p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge, and their level, required for this unit.

Required Skills

- interpersonal communication skills to:

- o relate to people at all levels
- o work with managers and colleagues either under direction, independently, or within a team
- o provide customer service at the level of an elementary job role
- o promote quality measures through constructive workplace relationships
- research skills to:
 - o investigate quality systems and concepts applicable to a small business enterprise
 - o 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:
 - o LEAN principles such as Six Sigma
 - o Total Quality Management
 - o Quality Control
 - o Quality Control and Management
 - o Customer Relations Management
 - o Continuous Improvement
 - o historical influence of leaders, such as: Deming; Juran; Feigenbaum and Crosby
- key concepts, such as:
 - o customer satisfaction
 - o understanding customer needs in order to meet/exceed customer expectations
- key principles, such as:
 - o continuous improvement of productivity is only as good as the system under which people operate
 - o quality is dependent on a commitment by the top tier of an organisation and all else follows
 - o 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	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none">• 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	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Unit code	VU22525
Unit title	Assist with the presentation of public activities and events
Unit Descriptor	<p>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.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
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 <i>bold italicised</i> 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	<p>1.1 Identify and refine ideas and opportunities for new <i>activities or events</i> in consultation with relevant people</p> <p>1.2 Align proposed new activities or event ideas to <i>organisational requirements</i></p> <p>1.3 Identify emergency procedures for inclusion in event planning</p>
2. Set up a small activity or event	<p>2.1 Clarify and confirm details of event, necessary <i>resources</i>, roles and responsibilities and timelines with relevant people</p> <p>2.2 Obtain and set up facilities, equipment and support materials as needed, in accordance with agreed requirements for the activity or event</p> <p>2.3 Follow procedures for meeting and greeting participants</p>
3. Assist with presentation of the activity or event	<p>3.1 Follow agreed plans for the activity or event</p> <p>3.2 Make any necessary adjustments to plan, in consultation with relevant people and without compromising the activity or event</p> <p>3.3 Monitor audience response and seek feedback from contributors, participants and stakeholders</p> <p>3.4 Review presentation against planned goals, <i>documented results</i> and use findings to inform future presentations</p>

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

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	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none">• 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	<p>Assessment must ensure:</p> <ul style="list-style-type: none">• activities are related to a small business operations and innovation context <p>Resources implications for assessment include access to:</p> <ul style="list-style-type: none">• 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	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none">• 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	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

Unit code	VU22526
Unit title	Follow procedures for routine small business financial activities
Unit Descriptor	<p>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.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
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 <i>bold italicised</i> 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	<p>1.1 Identify and describe <i>organisational procedures</i> for processing, recording and storing day-to-day, routine financial transactions</p> <p>1.2 Identify and describe <i>documentation</i> relevant to maintaining routine financial transactions</p> <p>1.3 Determine relevant small business legislation, regulations, industry standards, and audit requirements</p>
2. Prepare and process routine financial activities as required	<p>2.1 Process, record and balance deposits, withdrawals and card activities using banking documentation and in accordance with organisational procedures</p> <p>2.2 Process, record and balance, purchasing, petty cash and sales activities in accordance with organisational procedures</p> <p>2.3 Prepare and check invoices against source documents and process and record in accordance with organisational procedures</p>
3. Reconcile and record transactions	<p>3.1 Check all financial activities for accuracy and facilitate their review by <i>relevant people</i> as required</p> <p>3.2 File and archive final records of all routine financial activities in accordance with organisational procedures</p>

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	<p>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.</p> <p><i>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</i></p>
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 <i>bold italicised</i> 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	<p>1.1 Identify and debate role of planning in driving the success of <i>small business goals and objectives</i></p> <p>1.2 Locate and describe definitions, key components and examples of <i>small business planning</i></p> <p>1.3 Investigate and discuss interrelationship of small business operations, policies and procedures, market research and marketing with small business planning</p> <p>1.4 Describe and discuss the role of professionalism, <i>entrepreneurial attitudes and behaviours</i> in supporting successful small business planning</p> <p>1.5 Identify and include <i>services that provide support and assistance to small business</i> in planning, as required</p>
2. Contribute to business planning for small business context	<p>2.1 Identify informal and formal opportunities to contribute to the <i>business planning processes</i></p> <p>2.2 Identify <i>Key Performance Indicators (KPIs), compliance requirements</i>, basic sustainability principles and practices and OHS standards against planned goals and objectives for a small business context</p> <p>2.3 Explore opportunities to improve business planning for a small business context, in consultation with relevant people</p> <p>2.4 Appraise small business planning, including any improvements, in consultation with relevant people</p>

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

Small business planning
may include:

- quality and environmental sustainability certification aims
- occupational health, safety and well-being issues
- 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)

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	<p>A person who demonstrates competency in this unit must provide evidence of:</p> <ul style="list-style-type: none"> 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	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> activities are related to a small business operations and innovation context <p>Resources implications for assessment include access to:</p> <ul style="list-style-type: none"> suitable simulated or real workplace opportunities samples of key business planning documents government and industry publications relevant to small business enterprises
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> <i>VU22520 Contribute to small business operations and innovation</i> <i>VU22522 Identify small business policies and procedures</i>

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

