



Maldives National Skills Development Authority



National Competency Standard for Entrepreneurship

Standard Code: SOCS01V1/20

Qualification Name: National Certificate III in Entrepreneurship
Qualification Code: SOCS01Q1L3V1/20

PREFACE

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs.

Recognizing the importance of developing the youth sector to enable Maldives to transition from an upper-middle-income country to high-income country, the World Bank Country Partnership Framework (CPF) proposes to finance the Maldives Enhancing Employability and Resilience of Youth (MEERY) project. As part of the MEERY project is financing for skills development and entrepreneurship in priority sectors such as tourism, ICT and construction sector MEERY continues to provide support to TVET Authority to develop National Occupational Standard, instructional materials, assessment resource book and trainees log book for the National Occupational Standard for "Entrepreneurship". As part of the MEERY Project, TVET Authority has only undertaken to review standard which were developed in the ESTP Project to increase the economic opportunities for youth's trainees and promote equitable economic & social development in the country.

The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for six key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction, Social and the Information and Technology sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards.

NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

NCS are developed by the Technical and Vocational and Education Training Authority of Ministry of Higher Education. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Qualification Authority.



Mohamed Hashim
Minister of State for Higher Education
TVET Authority



Ahmed Nisham
Director, Standard Development & Statistics
TVET Authority

TECHNICAL PANEL MEMBERS			
#	Name	Designation	Organization
01	Mohamed Aushan Latheef	CEO	Maldives Stock Exchange
02	Rifaath Jaleel	Managing Partner	Professional Audit Firm (MHPA)
03	Leena Abdul Jaleel	Chief Operating Officer	Business Center Corporation
04	Thaasyn Hilmy	Consultant Trade and Investment	Ministry of Economic Development
05	Ibrahim Afsah Ahmed	Assistant Credit Analyst	SDFC
06	Fathimath Haifa	Credit Analyst	SDFC
07	Ahmed Mohamed	CEO	Coffee Lab
08	Hussain Jinan	Executive Officer / Co-Founder	Spark Hub

VERSION	DEVELOPER	DATE	STANDARD CODE
V1	Cyryx College	08 th October 2020	SOCS01V1/20

SOCIAL SECTOR COUNCILS			
#	Name	Designation	Organization
01	Hamid Abdul Ghafoor	Director	Male' Fitness Club
02	Saudhath Afeef	Director	Ministry of Youth Sports, and Community Empowerment
03	Aminath Mohamed	Chief Human Resource Officer	ADK Hospital
04	Akram Hussain	Deputy Director General	Ministry of Gender and Family
05	Mariyam Neerish	HOD of Wellness at Faculty of Health Science	Faculty of Health Science
06	Aminath Shani	Director	Ministry of Economic Development
07	Azza Ahmed	Director	Maldives Polytechnic
08	Aishath Uraiba Asif	Assistant Director	Ministry of Higher education
09	Hussain Maaniu	Director	Ministry of Health
10	Leena Abdul Jaleel	Chief Operating Officer	Business Centre Corporation
National Occupational Standard has been endorsed by:			
 Hamid Abdul Ghafoor Chairperson Entrepreneurship Sector Council		 Aishath Uraiba Asif Vice-Chairperson Entrepreneurship Sector Council	
Technical and Vocational Education and Training Authority Ministry of Higher Education Handhuvaree Hingun, M. World Dream Male', Maldives			
Date of Endorsement: 8 th October 2020		Date of Revision: NA	

Standard Development Process

The Entrepreneurship Standard was developed as part of the Maldives Enhancing Employability and Resilience of Youth Project (MEERY) with the assistance from MEERY Consultant Firm was hired by the Ministry of Higher Education. The competency standard was developed in line with the Terms of Reference outlined in “A Consultancy to Design the Entrepreneurship and Personal Skills Training Course/Module: Train-Selected Trainers and Roll Out of the Course / Module at selected pilot sites.

The draft National Occupational Standard for Entrepreneurship was then fine-tuned in line with comments and feedback from the Entrepreneurship Technical Panel of the Technical and Vocational Education and Training Authority (TVETA). This will be finalized by the Social Employment Sector Council. The Social Employment Sector Council ensures that industry needs have been catered to in the standard.

After endorsement of the Council, the final document is submitted to Maldives Qualification Authority (MQA) for approval. After the approval of MQA the National Occupational Standard for Entrepreneurship is published, which would be then used by training providers.

Description of “Entrepreneurship”

Entrepreneurship, for the purpose of this standard, is defined as the knowledge, skills and attitudes to create and maintain a start-up or small business in their different fields (i.e. Tourism, ICT, Agriculture, Fisheries, and Construction).

The standard comprises of two main modules:

- Entrepreneurship (Common Competencies / Personal Skills)
- Entrepreneurship (Core Competencies / Technical Skills)

These two modules which constitutes a total of 23 units SHOULD be successfully completed for a trainee to be fully competent to obtain the Level 3 Entrepreneurship certification.

It is envisaged that participants who complete the Entrepreneurship standard will go on to develop and establish their own small business in various sectors of the economy. The Entrepreneurship standard will also pave the way for those in existing jobs to create viable and successful business ventures.

“Employment” opportunities upon completion of “National Certificate-3 in Entrepreneurship”

Upon successful completion of the National Certificate III in Entrepreneurship, students can create or contribute to successful ventures in any of the economic or social sectors in Maldives.

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture (FNA) Information, Communication and Technology (ICT) Transport Sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in an industry sector	Two digits 01-99
Unit	U
Common Competency	CR
Core Competency	CM
Optional / Elective Competency	OP
Assessment Resources Materials	A
Learning Resources Materials	L
Curricular	C
Qualification	Q1, Q2 etc.
MNQF level of qualification	L1, L2, L3, L4 etc.
Version Number	V1, V2 etc.
Year of Last Review of standard, qualification	By “/” followed by two digits responding to the year of last review, example /20 for the year 2020

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN ENTREPRENEURSHIP		
3. Qualification code: SOCS01Q1L3V1/20		Total Number of Credits: 40
4. Purpose of the qualification This qualification describes the performance outcomes, skills and knowledge required to become an entrepreneur. This program focuses on the application of technical and personal skills to give participants to confidently go out and start out business ventures of their own.		
5. Regulations for the qualification		National Certificate III in Entrepreneurship will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23
6. Schedule of Units		
Unit No	Unit Title	Code
Common Competencies (Entrepreneurship – Personal Skills)		
01	Leadership Skills to lead an organization and manage a team as an entrepreneur	SOCCM01V1/20
02	Communications and Public Relations for Entrepreneurs	SOCCM02V1/20
03	Time management techniques for self-development	SOCCM03V1/20
04	Motivation basics for entrepreneurs	SOCCM04V1/20
05	Change management concepts and strategies for real life situations	SOCCM05V1/20
06	Develop Self-esteem and confidence through self-awareness and self-development strategies	SOCCM06V1/20
07	ICT skills required for successful entrepreneurs	SOCCM07V1/20
Core Competencies (Entrepreneurship – Technical Skills)		
08	Understand Basic Concepts of Entrepreneurship	SOCS01CR08V1/20
09	Generate Creative and Viable Business Ideas	SOCS01CR09V1/20
10	Develop a Business Plan	SOCS01CR10V1/20
11	Model Characteristics and Behaviors of Successful Entrepreneurs	SOCS01CR11V1/20
12	Select Profitable Investment Opportunities	SOCS01CR12V1/20
13	Make Effective Entrepreneurial Decisions	SOCS01CR13V1/20
14	Understand the Characteristics and Environment of Small and Medium Enterprises	SOCS01CR14V1/20
15	Make Effective Marketing Decisions as Business Owner	SOCS01CR15V1/20
16	Apply Key Operations Management Practices to an Organization	SOCS01CR16V1/20
17	Understand the basics of planning and managing finance in an organization	SOCS01CR17V1/20
18	Read and Understand Key Financial Statements of an Organization	SOCS01CR18V1/20
19	Make Effective Long Term and Legally Compliant Human Resource Related Decisions for an Organization	SOCS01CR19V1/20
20	Formulate an Organizational Strategic Plan	SOCS01CR20V1/20
21	Apply Good Governance Principles and Effective Managerial Practices to an Organization	SOCS01CR21V1/20
22	Identify Beneficial Entrepreneurial Opportunities in	SOCS01CR22V1/20

	Maldivian Industries/Sectors	
23	Follow Policies and Regulations for Establishing and Operating a Business in Maldives	SOCS01CR23V1/20
7.Accreditation requirements		The training provider should provide the trainees the hands-on experience exposure either through practical work or case study scenarios used related to this qualification.
8. Recommended sequencing of units		<p>The Business Plan Unit will be a capstone unit for the whole qualification. Other units can be scheduled to contribute to the business plan development stages. It is recommended that common competency units are started together with the core competency units.</p> <p>In making the decision to teach these competencies to someone who is already working or has a rich work experience, it is recommended that they start with the business plan unit and then link related units as to suit the competencies gaps identified.</p> <p>Similarly training providers can sequence the units around the Business plan unit, in a manner that is in line with the level of competencies of the group being trained to acquire the Entrepreneurship standard.</p>

Units Details

#	Unit Title	Code	Level	No of Credits
01	Leadership Skills to lead an organization and manage a team as an entrepreneur	SOCCM01V1/20	III	03
02	Communications and Public Relations for Entrepreneurs	SOCCM02V1/20	III	03
03	Time management techniques for self-development	SOCCM03V1/20	III	01
04	Motivation basics for entrepreneurs	SOCCM04V1/20	III	01
05	Change management concepts and strategies for real life situations	SOCCM05V1/20	III	02
06	Develop Self-esteem and confidence through self-awareness and self-development strategies	SOCCM06V1/20	III	01
07	ICT Skills required for Successful Entrepreneurs	SOCCM07V1/20	III	03
08	Understand Basic Concepts of Entrepreneurship	SOCS01CR08V1/20	III	01
09	Generate Creative and Viable Business Ideas	SOCS01CR09V1/20	III	01
10	Develop a Business Plan	SOCS01CR10V1/20	III	03
11	Model Characteristics and Behaviors of Successful Entrepreneurs	SOCS01CR11V1/20	III	01
12	Select Profitable Investment Opportunities	SOCS01CR12V1/20	III	01
13	Make Effective Entrepreneurial Decisions	SOCS01CR13V1/20	III	01
14	Understand the Characteristics and Environment of Small Businesses and Small and Medium Enterprises	SOCS01CR14V1/20	III	01
15	Make Effective Marketing Decisions as Business Owner	SOCS01CR15V1/20	III	03
16	Apply Key Operations Management Practices to an Organization	SOCS01CR16V1/20	III	02
17	Understand the basics of planning and managing finance in an organization	SOCS01CR17V1/20	III	1.5
18	Read and Understand Key Financial Statements of an Organization	SOCS01CR18V1/20	III	1.5
19	Make Effective Long Term and Legally Compliant Human Resource Related Decisions for an Organization	SOCS01CR19V1/20	III	03
20	Formulate an Organizational Strategic Plan	SOCS01CR20V1/20	III	02
21	Apply Good Governance Principles and Effective Managerial Practices to an Organization	SOCS01CR21V1/20	III	02
22	Identify Beneficial Entrepreneurial Opportunities in Maldivian Industries/Sectors	SOCS01CR22V1/20	III	01
23	Follow Policies and Regulations for Establishing and Operating a Business in Maldives	SOCS01CR23V1/20	III	01

Packaging of National Qualifications:

National Certificate III in Entrepreneurship will be awarded to those who are competent in units
1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23

Qualification Code: SOCS01Q1L3V1/20

Competency Standard for Entrepreneurship

UNIT TITLE	Leadership skills to lead an organization and manage a team as an entrepreneur				
DESCRIPTOR	This unit will cover the concepts of leadership traits and leadership competencies. Role of leadership in creating and sustaining organizational culture and maintaining teamwork in organizations. Ideas of creating and building teams for better performance. Managing conflict in organizations and role of a team leader in operating the team.				
CODE	SOCCM01V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Describe Leadership traits and leadership competencies	1.1 Use case studies to list common characters of effective leaders. Let the participants to reflect on some of the leaders they used to work with and ask them to list common characteristics of effective leaders. 1.2 Define different types of leadership and its characteristics. Apply recent leadership theories.
2. Understand the difference between Leadership and management	2.1 Identify the roles of leaders and managers and different responsibilities in these two roles. 2.2 Identify how both leadership and management influence each other.
3. Role of Power, influence in exercising leadership	3.1 Identify the role of power and influence of leadership in managing people. 3.2 Reflect on how, influential leaders have handled difficult situations.
4. Core life skills and leadership	4.1 Identify the relationship between core life skills and essential leadership skills.
5. Role of leadership in creating and sustaining organizational culture	5.1 Apply a group assignment to practice necessary leadership skills to lead an organization as entrepreneur.
6. Teamwork in organizations	6.1 Participate in team building exercises that can be replicated in their future business. 6.2 Recognize the requirements of a successful team.
7. Creating and building teams for better performance	7.1 Subject to role plays and case studies to define and handle conflict management and its significance in an organization.

	7.2 Practice problem solving techniques through team building activities
8. Role of the team leader	8.1 Introduce to group assignments and describe the role of the team leader.
9. Conflict management in teams	9.1 Define conflict management and its significance in an organization.

Range Statement

Training may take place in a classroom or in outdoor. Participants can be introduced to a company so that they identify leadership roles and management roles.

Participants should be able to identify the following, from scenarios / case studies given in the session

- ✓ Roles and responsibilities of leaders and managers
- ✓ Differences between leadership role and managerial role.
- ✓ A process of creating and building teams for better performance and responsibilities of each member of the team.
- ✓ Use problem solving strategies during team building activities.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Assessment for understanding will be checked through written and presented answers to case studies

Assessment context

Assessment for this unit will be done during the session. Peer assessment will be used.

Critical aspects

It is important to get students to speak to each other and present in class during this session, since it is one of the fundamental skills of a leader.

Assessment conditions

- ✓ Assessment will be done during the session, with observation from the trainer and including peer assessment.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Different types of Leadership styles. ✓ Get to know your leadership styles, your strengths and weaknesses. ✓ Build the strong team bonds you need to become a more successful leader ✓ Be a more effective leader through understanding how to manage others ✓ Experience team leadership situations and experiment with your role as a leader ✓ Know yourself and identify the values that guide your life ✓ Develop strong team leadership qualities and team management skills ✓ Improve performance and lead more effectively ✓ Assess, reshape, align and accelerate the team you inherited ✓ Enhance the creativity and innovation of your teams ✓ Manage conflict and clear away obstacles to facilitate teamwork 	<ul style="list-style-type: none"> ✓ Taking initiative ✓ Facilitate communication and discussions ✓ Appreciate others opinion ✓ Seek to understand then to be understood ✓ Balancing courage and consideration ✓ Build relationships ✓ Receive intense individual feedback and coaching ✓ Organize meetings. ✓ Prepare agenda items for meetings. ✓ Maintain minutes of meetings.

UNIT TITLE Communications and Public Relations for Entrepreneurs					
DESCRIPTOR	This unit will cover the Importance of communications and public relations in successful organizations. Applying persuasive communication in building relationships with stake holders will be addressed. The art of public speaking and key tools for public relations will be referred.				
CODE	SOCCM02V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA			
1. Importance of Communications and public relations in successful organizations		1.1	Use appropriate verbal communication		
		1.2	Demonstrate applicable written communication		
		1.3	Demonstrate proper nonverbal communication		
		1.4	Maintain appropriate communication in difficult situations		
		1.5	Establish the habit of first Seek to understand then to be understood.		
		1.6	Reflect on emotional awareness.		
2 Building relationships with stakeholders		2.1	Determine and understand who the stakeholders are.		
		2.2	Pinpoint stakeholders with high levels of power and influence.		
		2.3	Engage in a one-to-one conversation with important stakeholders.		
		2.4	Seek to understand stakeholder's world		
		2.5	Communicate with clarity and honesty with stake holders		
3 Persuasive Communications		3.1	Demonstrate win-win mind set during communication.		
		3.2	Maintain balance between courage and consideration.		
		3.3	Understand the importance of exchange between the source of information and the receiver.		
		3.4	Design different messages to appeal different people and to satisfy different needs		
		3.5	Relate to the audience's needs, values, attitudes and beliefs.		
		3.6	Put yourself in the place of your audience and try to predict their response		
		3.7	Present all points of views while advocating for one – the audience will make an informed choice.		
		3.8	Establish transparency, fairness, and accuracy		
4 The Art of Public Speaking		4.1	Address confidently to a crowd.		

	<ul style="list-style-type: none"> ✓ Reveal excitement ✓ Execute Passion about your subject ✓ Demonstrate voice modulation ✓ Connect with the audience
5 Key tools for Public relations	5.1 Familiarize with the following publicity tools <ul style="list-style-type: none"> ✓ Media relations ✓ Advertorials ✓ Social media ✓ Newsletters ✓ Brochures and catalogues ✓ Business events ✓ Sponsorships or partnerships ✓ Employee relations ✓ Community relations

Range Statement

Training may take place in a classroom or in an outdoor setting. Allow participants to engage each other through different forms of group activities such as oral presentations and role plays.

Participants should be able to:

- ✓ Demonstrate appropriate verbal communication. This could be practiced through role plays and presentations done in the classroom setting.
- ✓ Write business letters, emails and simple notes on a given topic. This could be practiced in the classroom.
- ✓ Demonstrate problem solving techniques. Introduce students to problem solving situations where they have to depend on information from others in order to solve a problem. This could be done through group activities.
- ✓ Speak in front of a crowd on a given topic. Answer appropriately to a question from the audience.
- ✓ Maintain appropriate nonverbal communication.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Assessment for understanding will be checked through written and presented answers to given activities during class time.

Assessment context

Assessment for this unit will be done during the session

Critical aspects

It is important to get students to speak to each other and ask to do presentations in class, since a key skill of the entrepreneur is to be able to communicate appropriately.

Assessment conditions

- ✓ Assessment will be done during the session, with observation from the trainer and including peer assessment.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Understand principles of effective communication as a two or more-way process (underpinned by values such as participation and inclusion) ✓ Understand how context shapes communication and can facilitate or impede effective communication ✓ Learn how to communicate effectively and increase trust with your stakeholders ✓ Identify key stakeholders and build an alliance to support your key initiatives ✓ Examine previous crises encountered and plan for future events 	<ul style="list-style-type: none"> ✓ Receiving and greeting people. ✓ Observation skills ✓ listening skills ✓ ability to identify underlying messages and interpret non-verbal communication ✓ Asking questions (interviewing skills) ✓ Ways of gathering information. ✓ Planning and preparation so that you are clear about what you are doing, why and how. ✓ Sensitivity towards the other person's expectations and concerns so that you can negotiate a shared agenda for the task in hand. ✓ Communicating at a distance (letter writing, emails, telephone, mobile phones and text messaging) ✓ professional record keeping systems (case notes, report writing, form filling, taking minutes of meetings) ✓ presentation skills (giving a talk, chairing a meeting, coordinating case conferences/ reviews and presenting evidence) ✓ practice techniques for structuring, creating, and telling a great story ✓ Preparing for a speech ✓ Using appropriate, words, structure, and body language in public speaking.

UNIT TITLE	Time management techniques for self-development
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DESCRIPTOR	This unit will cover the fundamentals of time management and its skills and strategies for successful entrepreneur				
CODE	SOCCM03V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Basics of time management	1.1 Identify and design short and long-term goals 1.2 Define SMART Goals. 1.3 Manage your calendar and maintain a schedule. 1.4 Use check lists.
2. Time management skills and strategies for successful entrepreneur	2.1 Stay Organized 2.2 Prioritize your assignments. 2.3 Attend first thing first. 2.4 Set your goals and targets 2.5 Identify important things and urgent things. 2.6 Being efficient in planning 2.7 Practice Delegation 2.8 Attentive to stress management

Range Statement

Participants should be able to:

- ✓ Design short term and long-term goals. Let the participants identify short term and long-term goals. Let them define their targets in behavioral terms as SMART goals.
- ✓ Practice delegation. This could be practiced through group activities where people need to attain tasks with others help and support.
- ✓ Identify important things and urgent things. List the things that participants have to attend and ask to differentiate as important things and urgent things.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- Assessment for understanding will be checked through written and presented answers to the activities done in the class.

Assessment context

Assessment for this unit will be done during the session

Critical aspects

Involve students in activities that requires time management.

Assessment conditions

Assessment will be done during the session, with observation from the trainer.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Define SMART goals.✓ Identify long term goals and short-term goals.✓ Put first thing first✓ Apply the Eisenhower Matrix	<ul style="list-style-type: none">✓ Making daily schedules and weekly schedules✓ Using check lists✓ Taking notes✓ Attending important things and urgent things✓ Attending important things and not urgent things✓ Attending not important things and urgent things✓ Attending not important things and not urgent things

UNIT TITLE Motivation basics for entrepreneurs					
DESCRIPTOR	This unit will cover the role of motivation in productive organizations. Motivation theories and their role in motivating others including goal setting for motivation and strategies for self-motivation will be emphasized.				
CODE	SOCCM04V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. The role of motivation in productive organizations.	1.1	Realize that the recipe for motivation contains four ingredients	<ul style="list-style-type: none"> ✓ Vision ✓ Commitment ✓ Planning ✓ Follow-through
2. Goal setting for motivation	2.1	Understand goal setting framework that ensures setting clearly defined goals leads to better performance.	
	2.2	Define 5 key principles for successful goal achievement suggested by (Locke & Latham, 1990).	<ul style="list-style-type: none"> ✓ Commitment ✓ Clarity ✓ Challenging ✓ Task Complexity ✓ Feedback
3. Strategies for self-motivation	3.1	Self-motivation techniques:	<ul style="list-style-type: none"> ✓ Make it into a Goal ✓ Schedule It ✓ Eliminate Distractions ✓ Reward Yourself ✓ Positive Self-Talk ✓ Take Care of Yourself

Range Statement

Participants should be able to identify the following, from scenarios / case studies / lecture notes given in the session

- ✓ That Vision, Commitment, Planning and Follow-through is the key ingredients for motivation.
- ✓ Commitment, Clarity, Challenging, Task Complexity and feedback as key five principles of successful goal achievement.

- ✓ Appreciate that Self-motivation techniques such as goal setting, scheduling, eliminating distractions, rewarding, positive self-talk and caring yourself as important aspects of self-motivation.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Assessment for understanding will be checked through written and presented answers to given activities during class time.

Assessment context

Assessment for this unit will be done during the session through presentations and other involvements made in sessions.

Critical aspects

It is important to apply a participatory approach of instructions that students get high chance to provide their contribution throughout the session.

Assessment conditions

Assessment will be done during the session, with observation from the trainer.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Understand what really motivates your employees. ✓ Familiarize with main theories of motivation. ✓ Intrinsic motivation and extrinsic motivation ✓ Learn practical techniques you can use daily 	<ul style="list-style-type: none"> ✓ Establish appropriate relationship with staff and employees ✓ Respect others opinion ✓ Demonstrate consideration ✓ Maintain promises

UNIT TITLE Change management concepts and strategies for real life situations					
DESCRIPTOR	This unit will cover the Importance of change in today's environment. Change management in organizations and strategies for change management.				
CODE	SOCCM05V1/20	LEVEL	III	CREDIT	02

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Importance of change in today's environment and change management in organizations		<p>1.1 Practice Four –phase model for organizational change process:</p> <ul style="list-style-type: none"> ✓ Define—Align expectations regarding the scope of the change as well as timing and business impact. ✓ Plan—Understand how the change will impact stakeholders and design a strategy to help them navigate it. ✓ Implement—Engage with leaders and associates to execute the change. ✓ Sustain—Work with leaders and employees to track adoption and drive lasting change. <p>1.2 Overcoming Common Obstacles Encountered in Implementing Change:</p> <ul style="list-style-type: none"> ✓ Employee resistance ✓ Communication breakdown ✓ Excessive change costs. ✓ An unrealistic change implementation timeline.
2. Strategies for change management		<p>2.1 Apply Change Management Strategies:</p> <ul style="list-style-type: none"> ✓ Propose Incentives ✓ Redefine Cultural Values ✓ Exercise Authority ✓ Shift the Burden of Change ✓ Recruit Champions of Change <p>2.2 Apply critical think during change management</p>

Range Statement

Participants should be able to identify the following, from scenarios / case studies / lecture notes given in the session

- ✓ Appreciate that change requires time and effort. Scope and timing of the change and its impact to the business needs to be considered.
- ✓ The impact of the change to stake holders must be addressed.
- ✓ The change can only be executed with involvement of all the relevant people especially leaders and employees.

- ✓ Change management strategies and overcoming the most common obstacles encountered in implementing change.
- ✓ Apply critical thinking strategies during change management process.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Assessment for understanding will be checked through written and presented answers to given activities during class time.

Assessment context

Assessment for this unit will be done during the session through presentations and other involvements made in sessions.

Critical aspects

It is important to apply a participatory approach of instructions that students get high chance to provide their contribution throughout the session.

Assessment conditions

Assessment will be done during the session, with observation from the trainer.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ The Principles of Change Management ✓ Three types of change occur in an organization 	<ul style="list-style-type: none"> ✓ Be proactive not reactive ✓ Key skills for change management: ✓ Personal resilience. ✓ Trust-building. ✓ Networking. ✓ Coaching. ✓ Forcing clarity. ✓ Managing others' uncertainty. ✓ Organization. ... ✓ Follow-through.

UNIT TITLE Develop Self-esteem and confidence through self-awareness and self-development strategies					
DESCRIPTOR	This unit will cover the Personal Growth strategies. Strategies for increasing self-esteem and confidence. Building and projecting a positive self-image.				
CODE	SOCCM06V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Personal Growth strategies and strategies for increasing self-esteem and confidence.	1.1 Practice Strategies for personal growth in four dimensions: ✓ Body ✓ Mind ✓ Heart ✓ Soul 1.2 Demonstrate strategies for increasing self-esteem and confidence. ✓ Practice positive self-talk ✓ Be nice to yourself ✓ Understand that nobody is perfect ✓ Remember that everyone makes mistakes ✓ Focus on what you can change ✓ Do what make you happy ✓ Celebrate the small stuff ✓ Surround yourself with a supportive squad	
2. Building and projecting a positive self-image	2.1 Create a positive self-image for yourself: ✓ Stop criticizing yourself ✓ When you look in the mirror, smile ✓ List ten things that you like about yourself before going to bed ✓ Get enough sleep ✓ Wear flattering clothes ✓ Make your hair look good, wear make-up if you want to ✓ Do the things that interest you ✓ Be yourself ✓ Write down all your traits, good and bad	

Range Statement

Participants should be able to identify the following, from scenarios / case studies / lecture notes given in the session

- ✓ Appreciate that personal growth through four dimensions of Body, Mind, Heart and Soul.
- ✓ Apply techniques to increase self-esteem such as positive self-talk and understand that nobody is perfect.

- ✓ Create a positive self-image through practicing good habits such as getting enough sleep, regular exercise and doing things that interest you.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Assessment for understanding will be checked through written and presented answers to given activities during class time.

Assessment context

- ✓ Assessment for this unit will be done during the session through presentations and other involvements made in sessions.

Critical aspects

It is important to apply a participatory approach of instructions that students get high chance to provide their contribution throughout the session.

Assessment conditions

Assessment will be done during the session, with observation from the trainer.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Conducting a self-assessment ✓ Practical Ways to Become a Better Version of Yourself Professionally ✓ Establish direction for yourself and your organization, plus the momentum to secure early wins 	<ul style="list-style-type: none"> ✓ Planning and Preparation ✓ Positive thinking ✓ Finding a role model ✓ Being Assertive ✓ Keep calm ✓ Avoid arrogance

UNIT TITLE ICT skills required for successful entrepreneurs					
DESCRIPTOR	This unit introduce the student to basic skills of ICTs and their use in business.				
	The unit will foster a better understanding of how ICT skills can be applied to achieve business efficiency, and provide case studies to support the learning				
CODE	SOCCM07V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Prepare formatted documents and reports		1.1 Prepare a document using a word processing software 1.2 Format the document	
2. Write business emails that effectively communicate with customers and suppliers.		2.1. Recognize the dos and don'ts of business email 2.2. Address an email 2.3. Add an attachment to an email 2.4. Create an email signature	
3. Use different types of charts and graphs that can help people understand and value your business.		3.1 Decide what type of chart to use to present your data effectively 3.2 Create charts and graphs using a spreadsheet software	
4. Create slide presentations that are well-designed and targeted to particular audiences.		4.1. Determine what information is relevant to a particular audience 4.2. Create effective and well-designed slide presentations	
5. Create a social media advertisement that will reach your target customers.		5.1. Know a variety of social media marketing campaigns 5.2. Create a Facebook ad targeted to your customers	

Range Statement

Procedures included

- ✓ Preparing documents
- ✓ Creating presentations
- ✓ Using charts and graphs
- ✓ Sending emails
- ✓ Create Social Media advertisements

Tools, equipment and materials required may include:

- ✓ Computer
- ✓ Internet
- ✓ Microsoft Office Applications
- ✓ Email accounts
- ✓ Facebook account

ASSESSMENT GUIDE

Form of assessment

- ✓ Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- ✓ Any written or oral examinations may include questions related to the contents.

Assessment context

Assessment may be done in workplace or a simulated work environment.

Critical aspects

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

Assessment conditions

- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- ✓ Assessment of practical components can be done use scenarios.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ General knowledge of personal computers and software✓ General knowledge of preparing documents✓ General knowledge of data presentations✓ General knowledge of preparing presentations✓ Detailed knowledge of Social Media	<ul style="list-style-type: none">✓ Ability to follow procedures and instructions✓ Ability to understand demonstrations✓ Competent to use a personal computer✓ Competent in using Social media for personal use✓ Communication skills

UNIT TITLE Understand Basic Concepts of Entrepreneurship					
DESCRIPTOR	This unit covers the competencies required to have a very basic understanding of entrepreneurship and entrepreneurs.				
CODE	SOCS01CR08V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Explain the basic concepts of entrepreneurship and relate the explanation to potential start-up or small business.	1.1. Explanation of key concepts of entrepreneurship (see list of concepts in underpinning knowledge and skills). 1.2. Explanation of reasons why people become entrepreneurs. 1.3. Differentiation between new businesses, start-ups and small businesses identified. 1.4. Identification of different types of entrepreneurs
2. Identify the roles and functions of an entrepreneur based on a scenario)	2.1. Identification of an entrepreneur. 2.2. Identification of functions of entrepreneur. 2.3. Discussion of the role of entrepreneur in relationship to a specific business.
3. Differentiate between an entrepreneur and manager in different scenarios	3.1. Comparison between entrepreneur and manager 3.2. Comparison between entrepreneurs as job creators and employees as job seekers 3.3. Discussion about the contrast between entrepreneur and manager, as applied to a specific business.
4. Outline the Entrepreneurial Process	4.1. Discussion of the steps in the entrepreneurial process in relation to a specific scenario / case study. 4.2. Identification of challenges associated with the steps in the entrepreneurial process 4.3. Discussion of possible strategies to overcome challenges in the entrepreneurial process.

Range Statement

Competencies in this unit can be completed by the use of a scenario. The competencies should be demonstrated individually.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on scenario(s) or case study
- ✓ Assessment will be based on a scenario given to the candidate.

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies should be demonstrated individually or in pairs.
- ✓ Assessment for this unit will be done during the session for candidates doing formal training.

Critical aspects

It is important that candidates reflect on scenarios and discuss additional relevant content that would help then in becoming future successful entrepreneurs. Trainer should encourage additional classroom discussion to facilitate such generation of ideas.

Assessment conditions

- ✓ The candidate will be provided the documents required to demonstrate competency.
- ✓ The candidate will be required to:
 - Read and understand the scenario provided
 - Provide written or oral answers to questions by the assessor. (The questions will be based on scenario)
- ✓ The assessor must be satisfied that the candidate can satisfactorily answer all questions, and that he/she possesses the required underpinning knowledge.

Special notes

During assessment the candidate will:

- ✓ Provide written or oral answers to questions

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Basic entrepreneurial concepts<ul style="list-style-type: none">○ Entrepreneur○ Entrepreneurship○ Enterprise○ Investor○ Venture Capital○ Copyright○ Risk○ Products and Services○ Resourcing✓ Roles of Entrepreneur✓ Functions of Entrepreneur✓ Benefits of Entrepreneurship✓ Types of Entrepreneurs✓ New businesses, start-ups and small businesses	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills

<ul style="list-style-type: none"> ✓ Challenges of Entrepreneurship ✓ Steps in the Entrepreneurial process ✓ Differences between entrepreneurs and managers ✓ Entrepreneurs as job creators ✓ Difference between entrepreneur and employees 	
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UNIT TITLE Generate Creative and Viable Business Ideas					
DESCRIPTOR	This unit covers the competencies related to identification of creative and innovative business ideas related to different industries in the Maldives.				
CODE	SOCS01CR09V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Generate innovative and viable business ideas that can be used to develop a business plan	1.1. Differentiation between ideas and opportunities 1.2. Link ideas to current or potential needs of customers/markets 1.3. Explanation of the potential of business idea 1.4. Identification of reasons why the business idea can be feasible 1.5. Identification of possible challenges in executing the business idea 1.6. Generation of potential business ideas based on a case study /scenario.
2. Practice creativity skills with the aim of developing better ideas that can lead to a viable business plan/	2.1. Demonstration of techniques used by entrepreneurs to generate creative ideas. 2.2. Explanation of how these business ideas can be converted into a plan.
3. Understand the role of customers and the market in the development of business ideas	3.1. Identify needs and wants of customers linked to proposed business ideas 3.2. Convert and articulate business ideas as solutions to current and potential customers/markets 3.3. Prepare and pitch business ideas to customers in a simulated setting
4. Implement the process of Idea validation for a chosen business idea	4.1. Explanation of the process of idea validation 4.2. Application of the idea validation process to a case study / idea discussed in a group setting.

Range Statement

Competencies in this unit can be completed by an in-class discussion or a direct discussion with the candidate.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral list of creative ideas based on scenario or questions posed to candidate.

- ✓ Role play / simulation

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies should be demonstrated individually. Competencies can be demonstrated at the end of collective discussion in the classroom.
- ✓ Assessment for this unit will be done during the session for candidates doing formal training.

Critical aspects

It is important that candidates demonstrate some level of creative thinking during the assessment.

Assessment conditions

- ✓ The candidate will be required to
 - Write down or discuss possible creative new business idea.
- ✓ The assessor must be satisfied that the candidate can satisfactorily highlight components of the business idea(s) proposed by the candidate.

Special notes

During assessment the candidate will:

- ✓ Provide written or oral answers to questions

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Differences between Opportunities and Ideas ✓ Ways to Identify Opportunities ✓ Creativity ✓ Steps in the Creative Process ✓ Personality Traits of Creative People ✓ Barriers to Creativity ✓ Sources of New Ideas ✓ The Opportunity Recognition Process ✓ Techniques for Generating Ideas ✓ Encouraging the Development of New Ideas ✓ Process of Idea Validation ✓ Customer and Market Needs ✓ Link between customer / market needs and business ideas 	<ul style="list-style-type: none"> ✓ Clear communication and interaction in a group setting ✓ Clear and comprehensive written OR oral communication skills ✓ Presentation skills

UNIT TITLE Develop a Business Plan					
DESCRIPTOR	This unit will cover the competencies associated with the development of a Business Plan. The unit will be closely linked with other units such as Strategic Planning, Marketing Management, Financial Management and Human Resource Management in order develop a business plan that can be presented to investors.				
CODE	SOCS01CR10V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Develop a business plan that can be presented to potential investors	1.1. Preparation of a detailed SWOT related to a business idea 1.2. Development of a draft business plan, based on a business idea (includes strategic plan, and financial plan) 1.3. Description of the purpose of the business plan 1.4. Explanation of the contents of a business plan 1.5. Identification of critical contents of the business plan 1.6. Identification of audience(s) of the business plan and what they are looking for in a viable business plan	
2. Identify potential pitfalls in preparing and presenting a Business Plan	2.1. Explanation of potential challenges in preparation and presentation of business plans 2.2. Discussion of strategies to avoid or overcome the challenges identified in 2.1	
3. Customise components of a business plan to the audience of the plan	3.1. Discussion of different types of audiences who would be interested in a business plan. 3.2. Discussion of the different needs of the audiences identified in 2.1 3.3. Development of strategies to customise the plan and presentation of plan, in line with needs of the different audiences.	
4. Present a business plan to an audience	4.1. Individual or group presentation of a prepared business plan 4.2. Answering of questions posed, at the end of the business plan pitch/presentation.	

Range Statement

Competencies in this unit can be completed in a group environment (ideally consisting of 3 participants per group)

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE**Form of assessment**

- ✓ Written or oral list of creative ideas based on scenario or questions posed to candidate.

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively in a group or individually in a workplace setting.
- ✓ Assessment for this unit will be done as a group or individual assignment

Critical aspects

It is important that candidates are well versed in the components of the Business Plan and understand the purposes of each section of the Business Plan

Assessment conditions

- ✓ Candidate can have access to theoretical knowledge and formats required for the preparation of a business plan.
- ✓ The candidate(s) will be required to
 - Develop a detailed business plan based on a feasible idea generated during training sessions or outside.
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate an understanding of the purpose of the Business Plan.

Special notes

During assessment the candidate(s) will:

- ✓ Work in the classroom environment or outside to draft and complete a business plan.
- ✓ Be required to tap into knowledge and competencies from other sessions such as Marketing Management, Financial Management and Human Resource management.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Reasons for Writing a Business Plan✓ The Readers of a Business Plan✓ Structure of the Business Plan✓ Red Flags in Business Plans✓ Contents of the Business Plan✓ The Oral Presentation of the Business Plan	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills✓ Working with Microsoft Word and Microsoft Excel or similar software for production of a business plan

UNIT TITLE Model Characteristics and Behaviors of Successful Entrepreneurs					
DESCRIPTOR	This unit will cover the competencies associated with developing characteristics that would help participants become successful entrepreneurs in future.				
CODE	SOCS01CR11V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understand the different types of entrepreneurs according to different perspectives in classification	1.1. Identification of different types of entrepreneurs from a given case study. 1.2. Discussion of the characteristics of the types of entrepreneurs as identified in 1.1.
2. Understand specific characteristics that contribute to successful entrepreneurship	2.1. Identification and discussion of four main characteristics of successful entrepreneurs 2.2. Explanation of why some myths about entrepreneurship do not hold true
3. Learn about experiences successful entrepreneurs in Maldives and the world	3.1. Discussion about entrepreneurship characteristics and skills based on a given case study /scenario 3.2. Discussion and comparison of different scenarios / case studies about successful entrepreneurs. 3.3. Summarisation of key points from presentations of successful entrepreneurs in Maldives.
4. Outline characteristics and skills that need to be developed in self to become a successful entrepreneur.	4.1. Identification of current skills and characteristics of own self 4.2. Identification of skills and characteristics that need to be developed to become a successful entrepreneur.

Range Statement

Competencies in this unit can be completed in pairs or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion following presentation by successful entrepreneurs. (this can be assessed individually in a workplace setting through the use of a case study)

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.

- ✓ Competencies can be demonstrated collectively as pairs or individually in a workplace setting.
- ✓ Assessment for this unit can be done in class or as take-home assignment

Critical aspects

It is important that candidates generate additional discussion in class, based on case study or presentations.

Assessment conditions

- ✓ Candidate will be provided exposure to successful entrepreneurs through talks by Maldivian entrepreneurs, videos of successful entrepreneurs in other countries and case studies.
- ✓ The candidate(s) will be required to
 - Fully participate in classroom discussions about cases, videos and presentations.
- ✓ The assessor must be satisfied that each candidate understands key characteristics of successful entrepreneurs

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to in class discussion verbally.
- ✓ Use knowledge from the Personal Skills Module to enhance discussion.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Types of Entrepreneurs ✓ Characteristics of successful Entrepreneurs ✓ Common Myths About Entrepreneurs ✓ Case Studies about successful entrepreneurs ✓ Changing Demographics of Entrepreneurs 	<ul style="list-style-type: none"> ✓ Clear communication and interaction in a group setting ✓ Clear and comprehensive written OR oral communication skills

UNIT TITLE Select Profitable Investment Opportunities					
DESCRIPTOR	This unit will cover competencies that will enable candidates to identify and utilise potential investment opportunities for their own start-ups or small businesses.				
CODE	SOCS01CR12V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understand the different investment options for a sustainable entrepreneurship	1.1. Recognition of what investors are looking for in funding a business 1.2. Identification of potential investors for various businesses 1.3. Identification of different types of feasibility investors look for in funding a new business 1.4. Identification of different business models used to decide on feasibility
2. Explain the role of feasibility in seeking investment.	2.1. Explanation of the role of feasibility analysis 2.2. Identification of different aspects of feasibility with reference to a case /scenario 2.3. Application of the concept of feasibility to different scenarios
3. Outline main business models used by investors	3.1. Brief explanation of the different business models used by investors 3.2. Differentiation of business models used by investors 3.3. Identification of business models used by specific investors, in relation to a scenario / case study.
4. Explain main sources of investment available for a Maldivian enterprise	4.1. Explanation of the main sources of investment available in the Maldives for small enterprises 4.2. Discussion of aspects associated with the sources of investment available. 4.3. Discussion of strategies to tap in to investment opportunities available in Maldives
5. Outline emerging creative sources of financing and funding	5.1. Discussion of emerging creative sources of financing and funding such as crowdfunding.

Range Statement

Competencies in this unit can be completed collectively or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around investment and risk aversion

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate a recognition of potential investment opportunities for individual or collective business ideas.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Different Types of Investment Opportunities✓ Feasibility Analysis and its Aspects✓ General Categories of Business Models used by Investors.✓ Sources of Investment✓ Creative Sources of Financing and Funding	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills

UNIT TITLE Make Effective Entrepreneurial Decisions					
DESCRIPTOR	This unit will cover competencies related to basic entrepreneurial decision making				
CODE	SOCS01CR13V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Apply entrepreneurial decision-making process to real world scenarios.		1.1. Outline of the entrepreneurial decision-making process 1.2. Recommendations for entrepreneurial decisions based on a scenario /case study
2. Identify factors that can impact on the entrepreneurial decision-making process		2.1. Explanation of various types of factors that can impact on entrepreneurial decision making 2.2. Identification of factors that have impacted on decision making of an entrepreneur, based on a scenario /case study
3. Understand the opportunities and problems facing new entrepreneurs and identify strategies to address these.		3.1. Identification of specific challenges and opportunities to entrepreneurs, related to each of the steps of entrepreneurship 3.2. Discussion of possible benefits and challenges faced by an entrepreneur operating in the Maldives
4. Understand different decision-making styles of entrepreneurs		4.1. Identification of different decision-making styles of entrepreneurs 4.2. Discussion of own preferred decision-making style. 4.3. Discussion of pros and cons of each decision-making style applied to specific situations.

Range Statement

Competencies in this unit should be demonstrated individually through application of the entrepreneurship process to a real-world example.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around the entrepreneurship process

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be individually through answers to questions based on a case study.

Critical aspects

It is important that candidates generate additional questions and discussion based on the case study given.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate an understanding of the entrepreneurial process and how it can be applied to an individual entrepreneurial journey.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> • Entrepreneurs Decision making styles • key decisions associated with the Entrepreneurial Process • Factors influencing entrepreneurial decision making • Barriers to Entrepreneurship and strategies to overcome these barriers 	<ul style="list-style-type: none"> • Clear communication and interaction in a group setting • Clear and comprehensive written OR oral communication skills

UNIT TITLE Understand the Characteristics and Environment of Small Businesses and Small and Medium Enterprises.					
DESCRIPTOR		This unit will cover competencies related to a basic understanding of the small and medium enterprise			
CODE	SOCS01CR14V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1.	Define what is meant by small and medium enterprises	1.1. Outline of the characteristics of the small and medium enterprise in line with practices used in the Maldives 1.2. Explanation of the role of small and medium enterprises in the economy 1.3. Differentiation between small scale enterprise and small-scale industry
2.	Discuss opportunities and threats for small scale enterprises in the Maldives	2.1. Explanation of scope for small scale businesses in different industries of Maldives, based on current and future trends 2.2. Differentiation of the 4 main types of businesses registration options in the Maldives (Sole Proprietorship, Private Limited Company, Partnership and Public Limited company) and their associated advantages and disadvantages. 2.3. Identification of challenges faced by small scale enterprises in the Maldives 2.4. Discussion of strategies to overcome challenges faced by small scale enterprise 2.5. Discussion of viability and feasibility of existing opportunities for small scale enterprises in the Maldives.
3.	Utilise opportunities for sustainability and growth of small-scale enterprises in the Maldives	3.1. Identification of different opportunities available for small scale enterprise and industries in the Maldives (including support provided by MED and BCC) 3.2. Discussion of tax and other exemptions applicable for small scale enterprises in the Maldives.

4. Understand the functioning and operations of SMEs in the Maldives.	4.1. Explanation of how SMES operate in the Maldives in relation to a case study 4.2. Discussion of special aspects related to establishing and managing an SME in relations to a case study/scenario. 4.3. Explanation of the main aspects of the SME Act
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Range Statement

Competencies in this unit can be completed in pairs or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around small-scale enterprises and industry in the Maldives

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate a recognition of potential investment opportunities for individual or collective business ideas.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Definitions and Characteristics of the Small and Medium Enterprise ✓ Objectives of SMEs ✓ Difference between Small Scale Enterprise (SSE) and Small-Scale Industry (SSI) ✓ Scope for Small Scale Businesses 	<ul style="list-style-type: none"> ✓ Clear communication and interaction in a group setting ✓ Clear and comprehensive written OR oral communication skills

<p>in different sectors</p> <ul style="list-style-type: none"> ✓ Support for Small Scale Businesses ✓ Major problems faced by Small Businesses in Maldives ✓ Industrial Sickness and the Small-Scale Business ✓ The SME Act of the Maldives 	
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UNIT TITLE Make Effective Marketing Decisions as Business Owner					
DESCRIPTOR	This unit covers the competencies related to gain a basic understanding of the marketing management. The unit specifically covers the marketing environment and practices that can be used at the entrepreneurial level.				
CODE	SOCS01CR15V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Understand the role of marketing in the creation of a business		1.1. Explanation of the role of marketing for success of a business 1.2. Discussion of the role of the entrepreneur in marketing the business
2. Develop a basic Marketing Mix for an organisation		2.1. Identification of the basic components in a marketing mix, with reference to a specific business. 2.2. Comparison and discussion of different marketing mixes 2.3. Explanation of the impact of adopting different strategies in the marketing mix
3. Understand the role of an industry analysis for success of a business		3.1. Explanation of reasons why an industry analysis is important to businesses. 3.2. Analysis of trends happening in a specific business 3.3. Discussion of competitors of a specific business, based on a scenario 3.4. Preparation of an industry analysis for a specific business, using tools such as the Five Forces Model 3.5. Discussion of opportunities in a specific industry, by applying the five forces model.
4. Develop the marketing plan. (as part of the business plan)		4.1. Identification of components of a marketing plan 4.2. Identification of strategies that can be included in a Marketing plan 4.3. Development of components of the marketing plan (to be part of the business plan)
5. Explain consumer behaviour and its relationship to marketing and business viability		5.1. Explanation of consumer behaviour in relation to a specific business. 5.2. Discussion of how changes in consumer behaviour can impact on the business

6. Explain the role of the entrepreneur in Public Relations, and Public Image of the Business	6.1. Explanation of how marketing can help create a positive image of the organisation for business success 6.2. Discussion of the role of marketing and public relations for business sustainability 6.3. Discussion of the role of customer relationships in sustaining a business
7. Develop a Communications Plan to market a specific/product or service	7.1. Explain main components of a communications plan 7.2. Formulate a communications plan based on a product/service, based on a case study or group discussion 7.3. Compare the benefits of adopting different communications strategies 7.4. Present the communications plan in a classroom environment

Range Statement

Competencies in this unit can be completed in pairs or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around the marketing plan and marketing for viability and sustainability of a business
- ✓ A marketing plan that is going to be part of the business plan to be developed by participants
- ✓ A communications plan for a specific product / service

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate a recognition of potential investment opportunities for individual or collective business ideas.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ The Marketing Environment ✓ Marketing Mix and strategies related to the marketing mix ✓ Industry Analysis through the Five Forces Model ✓ Components of a Marketing Plan ✓ Marketing Strategy ✓ Basics of Consumer Behavior ✓ Marketing and Public Relations ✓ Marketing Communications Strategy ✓ Formulation of a Marketing Communications Plan for a Product/service 	<ul style="list-style-type: none"> ✓ Clear communication and interaction in a group setting ✓ Clear and comprehensive written OR oral communication skills ✓ Role playing

UNIT TITLE Apply Key Operations Management Practices to an Organization					
DESCRIPTOR	This unit covers the competencies relevant to acquire a basic understanding of operations management in organisations. The unit will focus on important aspects that an entrepreneur has to know with regard to managing operations.				
CODE	SOCS01CR16V1/20	LEVEL	III	CREDIT	02

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Explain the role and functions of operations management in small businesses		1.1. Outline of the main components of operations management 1.2. Identification of the link between operations management and productivity of organisations 1.3. Application of the systems approach in portraying the operations of a specific organisation (given a scenario)
2. Understand the basics of inventory management in organisations		2.1. Outline of different types of inventory situations and how they can affect productivity 2.2. Identification of costs related to inventory 2.3. Development of strategies to minimise inventory costs of organisations, based on scenarios.
3. Understand the basics of Supply chain management and how it can affect business success		3.1. Explain the supply chain for a specific business 3.2. Explain the link between supply chain management and business success 3.3. Compare different strategies used by businesses in managing their supply chains for competitive advantage
4. Apply basic scheduling principles for better operations management		4.1. Explanation of key concepts and practices related to scheduling operations. 4.2. Development of an effective schedule for operations in a small business, based on a scenario
5. Outline the basics of project management and how it contributes to better operations		5.1. Explanation of the link between project management and operations management 5.2. Identification of the role of the project managers in successful business operations 5.3. Discussion of basic concepts and practices used in project management 5.4. Familiarisation with project management software (e.g. Trello) used in small enterprises.

6. Explain the role and importance of Quality Management in successful organisations	6.1. Discussion of the role of quality and quality management in successful businesses. 6.2. Outline of the dimensions of quality in a small business 6.3. Discussion of the costs associated with quality and quality management 6.4. Development of strategies for better quality management for business success. 6.5. Discussion tools that can be used for better quality management in the workplace.
7. Outline how process design and productivity improvement techniques can enhance operations	7.1. Discussion of process design and productivity improvement techniques, in reference to a specific business 7.2. Application of business process reengineering to a specific scenario / case study

Range Statement

Competencies in this unit can be completed in pairs or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around investment and risk aversion

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate an understanding of how quality management can affect the success or failure of businesses.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Role and functions of Operations Management in organizations✓ Basics of Inventory Management✓ Supply Chain Management✓ Basic Scheduling practices✓ Introduction to Project Management✓ Introduction to Quality Management Practices and Tools✓ Process Design and productivity improvement techniques✓ Business Process Reengineering	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills

UNIT TITLE Understand the basics of planning and managing finance in an organization					
DESCRIPTOR	This unit will cover main competencies that an entrepreneur will require regarding financial literacy of his/her start-up or small business				
CODE	SOCS01CR17V1/20	LEVEL	III	CREDIT	1.5

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Understand the basic accounting principles and practices in an organisation		1.1. Explain the use of basic accounting and financial documentation (balance sheet, income statement, income and expenditure statements) 1.2. Read and understand basic accounting statements used in an organization
2. Analyse breakeven points in different scenarios		2.1. Understand the concept and importance of the breakeven point for a business 2.2. Explain how pricing can impact on breakeven points 2.3. Demonstrate how to set price for the business to breakeven.
3. Develop a basic budget for an organisation		3.1. Discussion of the use of budgets for an organisation 3.2. Identification of main components of a budget 3.3. Preparation of a basic budget for a new business.
4. Outline the cost structures used by business organisations		4.1. Explanation of the main cost components of an organisation 4.2. Identification of strategies to modify cost structures of organisations for better profitability 4.3. Outline cost structure for a business, based on scenario/case study
5. Understand the tax regime and regulatory aspects related to managing the accounting and finance function in the Maldives		5.1. Description of basic taxes that are applicable to new and developing enterprises 5.2. Discussion of regulatory aspects for better financial management in Maldivian organisations

Range Statement

Competencies in this unit can be completed in pairs or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around investment and risk aversion

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate understanding of the entrepreneur's role in financial management of the organization.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Basic Accounting and Accounting Statements for the Entrepreneur ✓ Breakeven points and the new business ✓ Costing, Pricing and Budgeting ✓ Tax regime and legislation related to accounting and finance 	<ul style="list-style-type: none"> ✓ Clear communication and interaction in a group setting ✓ Clear and comprehensive written OR oral communication skills ✓ Basic mathematical skills

UNIT TITLE Read and Understand Key Financial Statements of an Organization					
DESCRIPTOR	This unit will cover main competencies that an entrepreneur will require with regard to financial management of his/her start-up or small business				
CODE	SOCS01CR18V1/20	LEVEL	III	CREDIT	1.5

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Understand financial aspects of managing a business		1.1. Identification of different sources of financing for entrepreneurs 1.2. Discussion of pros and cons of each source of finance for the entrepreneur 1.3. Identification of financial goals of a start-up or small business 1.4. Discussion of key financial decisions that have to be made by the entrepreneur 1.5. Discussion of the concept of financial risk and return 1.6. Description of code of ethics in financial management 1.7. Discussion of the role of the financial market in the success of an entrepreneurship
2. Be familiar with important terms associated with financial management		2.1. Explanation of key terminology used in financial management (interest rates, ratio analysis, profit, loss, debt, etc.)
3. Read and understand financial statements for better entrepreneurial decision making		3.1. Description of key financial ratios that an entrepreneur must be familiar with 3.2. Explanation of the implications of key ratios based on scenario / case study 3.3. Interpretation of key financial statements and discuss implications of specific statements based on scenario / case study 3.4. Description of the difference between forecasts and budgets
4. Utilise financial information to make entrepreneurial decisions		4.1. Recommendation of entrepreneurial decisions based on case study / scenario related to financial management

Range Statement

Competencies in this unit can be completed in pairs or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE**Form of assessment**

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around investment and risk aversion

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate understanding of the entrepreneur's role in financial management of the organization.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Introduction to Finance and Financial Analysis✓ Financial goals of an organization✓ Key Financial decisions made by entrepreneurs✓ Financial risk and return✓ Code of ethics in Financial Management✓ Types of Finance✓ Factors Affecting the Choice of Source of Finance✓ Main ratios used in financial management (Liquidity, efficiency, leverage, profitability)✓ Financial forecasting and Budgeting	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills✓ Basic mathematical skills

UNIT TITLE Make Effective Long Term and Legally Compliant Human Resource Related Decisions for an Organization					
DESCRIPTOR	This unit covers the competencies required to understand basic HR policies and practices in any organisation as required by best practice and by relevant laws and regulations.				
CODE	SOCS01CR19V1/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Understand the role of human resource management in organizations		1.1. Outline of the key function of human resource management in any organisation 1.2. Discussion of the link between good HR policies and practices and the productivity of the organisation
2. Understand basic HR policies and procedures used in organizations.		2.1. Explanation of the role of HR planning in an organisation 2.2. Identification and discussion of key HR policies that are required for any organisation. 2.3. Outline of the recruitment and selection process of an organisation 2.4. Discussion of the importance of performance management of employees for the successful organisation 2.5. Discussion of the role of remuneration in motivating employees for productive performance. 2.6. Explanation of the dismissal process of the organisation 2.7. Explanation of the role played by the entrepreneur in managing human resources of his/her organisation.
3. Understand the legal framework for managing human resources in the Maldives		3.1. Description of the key legal requirements in managing human resources in any organisation 3.2. Discussion of the key principles and practices of the Maldivian Employment Act. 3.3. Discussion of key components of an employment contract as required by law. 3.4. Discussion of main prohibitions outlined in law regarding HR functions. 3.5. Description of key legal requirements (outside the employment act) that should be followed in managing employees.

Range Statement

Competencies in this unit can be completed in groups or individually.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around investment and risk aversion

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate an understanding of key HR practices, especially with regard to legal/regulatory requirements.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.
- ✓ Role play critical situations in managing HR in organizations

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Definition and Objectives of HRM✓ Challenges in Managing Human Resources✓ Functions of HRM✓ Human Resource Planning✓ Key Aspects of Recruitment and Selection✓ Performance Management✓ Discipline and Dismissal – Best practices✓ Reward Management Basics✓ Legal/Regulatory aspects and	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills✓ Role playing

<p>managing human resources in Maldives.</p> <p>✓ The Maldivian Employment Act and its impact on managing human resources in Maldives.</p>	
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UNIT TITLE Formulate an Organizational Strategic Plan					
DESCRIPTOR	This unit will cover competencies required for long term strategic thinking with regard to starting and establishing an entrepreneurship.				
CODE	SOCS01CR20V1/20	LEVEL	III	CREDIT	02

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Explain the role of strategy and strategic planning for a new business		1.1. Discussion of the role of strategy in developing the business plan. 1.2. Explanation of the strategic planning processes in relation to a specific business
2. Develop a SWOT Analysis for a business		2.1. Identification of strengths and opportunities of a business, based on a scenario or case study 2.2. Identification of opportunities and threats faced by a business, given a scenario or case study 2.3. Development of a comprehensive SWOT analysis of a given organisation by synthesising strengths, weaknesses opportunities and threats.
3. Outline possible long term and short-term strategies of a business		3.1. Differentiation of levels of strategy in a business organisation 3.2. Development of relevant and sustainable strategies for a business plan
4. Develop a draft strategic plan for a business organisation		4.1. Development of visions, missions, strategies and objectives for a business organisation 4.2. Discussion of the role of strategic planning in sustaining the business organisation
5. Develop measurement mechanisms to determine success of strategy		5.1. Development of key performance indicators that can be used to assess strategy achievement. 5.2. Discussion of the importance of monitoring and evaluating strategic plans of business organisations.

Range Statement

Competencies in this unit can be assessed through linking it to the business plan that will be developed by participants of the program. Alternatively, assessment in a work context can be through the development of a business plan.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around strategic thinking and strategic planning
- ✓ Development of the strategic plan as part of the business plan prepared by participants.

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through the development of a business plan.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate a recognition of potential investment opportunities for individual or collective business ideas.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.
- ✓ Present strategic component of the business plan.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ Strategy and Strategic Thinking✓ The role of the SWOT Analysis in Strategic Planning✓ The Strategic Planning Process✓ Developing a Strategic Plan<ul style="list-style-type: none">○ Vision○ Mission○ Strategies○ Objectives○ Projects / Activities✓ Key Performance Indicators✓ Monitoring and Evaluation of Strategy	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills✓ Presentation skills, (including the skills to devise a PowerPoint presentation)

UNIT TITLE Apply Good Governance Principles and Effective Managerial Practices to an Organization					
DESCRIPTOR	This unit covers the competencies required for managing an organisation effectively, in line with generally accepted good governance practices.				
CODE	SOCS01CR21V1/20	LEVEL	III	CREDIT	02

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Understand the role of good governance in successful organisations		1.1. Outline of key principles of good governance 1.2. Application of key principles of good governance to specific scenario / case study organisation.
2. Explain the management functions of the organisation and how they contribute to effectiveness and efficiency		2.1. Discussion of key management functions related to a scenario 2.2. Differentiation between effectiveness and efficiency of an organisation 2.3. Discussion of the role played by various managerial functions in the effectiveness and efficiency of organisations
3. Explain the role of organisational structures in the management of an organisation		3.1. Outline of different types of organisation structures used 3.2. Discussion of the pros and cons of various types of organisation structures 3.3. Design of an effective organisation structure that can be used for a potential organisation
4. Outline the managerial roles required by an entrepreneur in starting out and establishing a new business		4.1. Explanation of the main roles that an entrepreneur must play in the management of an organisation 4.2. Demonstration of main roles of entrepreneur as leader of organisation through a role play or group exercise
5. Understand the role of SOPs in effective management of the organisation		5.1. Explain the role of SOPs in effectively managing the organisation in line with principles of good governance 5.2. Explain the characterises of an effective SOP 5.3. Outline the basic components of a SOPS 5.4. Prepare a basic SOP for a small organisation
6. Apply the concepts of good governance in managing organizations		6.1. Recommendations of good governance practices to be used by organisations, in a given case study. 6.2. Discussion of the use or misuse of good governance practices in organisational case studies.

Range Statement

Competencies in this unit can be completed in groups or individually, with the help of case studies and scenarios.

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around management and governance

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through case studies and scenarios.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate an understanding of key managerial functions and practices as well as key principles of good governance.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none">✓ The Role of Governance and the successful organization✓ Principles of Good Governance✓ Efficiency and Effectiveness in organizations✓ Functions of management✓ Roles of managers✓ Organizational structures✓ Potential problems related to governance in organizations✓ Standard Operating Procedures and the organization	<ul style="list-style-type: none">✓ Clear communication and interaction in a group setting✓ Clear and comprehensive written OR oral communication skills✓ Role playing

UNIT TITLE	Identify Beneficial Entrepreneurial Opportunities in Maldivian Industries/Sectors				
DESCRIPTOR	This unit covers competencies required to identify potentially viable and feasible entrepreneurial opportunities in developing industries of the Maldives, based on the policies and what is articulated in the current Strategic Action Plan.				
CODE	SOCS01CR22V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Explain the link between specific industries and entrepreneurial opportunities.	1.1. Explanation of the value chain of key industries in the Maldives 1.2. Identification of potential entrepreneurial opportunities related to respective value chains of different industry
2. Outline key plans and aspects in the agricultural industry relevant for entrepreneurship.	2.1. Identification of key policies in the agricultural industry that can help foster entrepreneurship. 2.2. Identification of potentially feasible entrepreneurship opportunity in the agricultural industry, in line with current policies and plans
3. Outline key plans and aspects in the fisheries industry relevant for entrepreneurship.	3.1. Identification of key policies in the fisheries industry that can help foster entrepreneurship. 3.2. Identification of potentially feasible entrepreneurship opportunity in the fisheries industry, in line with current policies and plans
4. Outline key plans and aspects in the tourism industry relevant for entrepreneurship.	4.1. Identification of key policies in the tourism industry that can help foster entrepreneurship. 4.2. Identification of potentially feasible entrepreneurship opportunity in the tourism industry, in line with current policies and plans
5. Outline key plans and aspects in the construction industry relevant for entrepreneurship.	5.1. Identification of key policies in the construction industry that can help foster entrepreneurship. 5.2. Identification of potentially feasible entrepreneurship opportunity in the construction industry, in line with current policies and plans
6. Identify the potential opportunities for entrepreneurship in ICT in all sectors and areas	6.1. Discussion of the role of ICT in generating entrepreneurship in all sectors and all areas. 6.2. Explanation of how ICT start-ups in other countries provide lessons that can help introduce similar start-ups in Maldives 6.3. Identification of entrepreneurship opportunities for ICT start-ups in different industries in the Maldives.

7. Identify potential business opportunities in Maldives related to the Green Industry.	7.1. Discussion of the role of the Green Industry in the Maldives. 7.2. Explanation of how other countries have utilised the potential of being sustainable and environmentally friendly, as profitable ventures. 7.3. Identification of opportunities for start-ups that are related to the Green Industry
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Range Statement

Competencies in this unit can be completed in groups, pairs or individually

Tools, equipment and materials required may include:

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ In class discussion focused around potential entrepreneurship opportunities in Maldivian industry.

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated collectively or individually in a workplace setting through a case study.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate a recognition of potential entrepreneurial opportunities in a sector/area of their choice.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Value Chains of key industries ✓ Key policies and plans in the chosen sectors <ul style="list-style-type: none"> ○ Agriculture ○ Fisheries 	<ul style="list-style-type: none"> ✓ Clear communication and interaction in a group setting ✓ Clear and comprehensive written OR oral communication skills

<ul style="list-style-type: none"> ○ Tourism ○ Construction ○ ICT ✓ Role of ICT in entrepreneurship ✓ Emergence of Green Industry and its relevance to the Maldives 	
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UNIT TITLE Follow Policies and Regulations for Establishing and Operating a Business in Maldives					
DESCRIPTOR	This unit will cover the competencies required to follow regulations and guidelines of the MED with regard to the creation, establishment and cessation of a business.				
CODE	SOCS01CR23V1/20	LEVEL	III	CREDIT	01

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understand the role of the Ministry of Economic Development (MED) in the establishment and operations of businesses in the Maldives	1.1. Explanation of the key mandate of the MED in relation to the establishment and operations of a new business in Maldives 1.2. Identification of key services provided by MED to new and established businesses
2. Outline the steps to be followed in registering a business	2.1. Explanation of the formal process of establishing a business 2.2. Filling of required by MED for the establishment of a business 2.3. Identification of the licenses and approvals required for business operations
3. Understand the main legal requirements related to staffing operations of a business.	3.1. Outline of main procedures that need to be followed to employ expatriates in the business 3.2. Identification of main taxes and fees that need to be paid in business operations
4. Outline financing and assistance opportunities available for establishing and operating a business	4.1. Identification of relevant financing and assistance opportunities provided by the Business Centre Corporation (BCC) of the MED 4.2. Identification of relevant assistance (financial or otherwise) provided by various bodies of the government.
5. Explain the steps required for business cessation	5.1. Outline of the steps required for business cessation 5.2. Explanation of the key requirements for business cessation

Range Statement

Competencies in this unit are to be completed individually

Tools, equipment and materials required may include:

- ✓ Forms used by the MED and BCC

- ✓ A classroom with audio and video functions available. Lecture notes/ Case studies, presentation slides.

ASSESSMENT GUIDE

Form of assessment

- ✓ Written or oral answers to questions based on case studies and scenarios
- ✓ Form filling exercises
- ✓ In class discussion focused around the processes of the MED and BCC

Assessment context

- ✓ The assessment can be done on the job, off the job or combination of both.
- ✓ Competencies can be demonstrated individually in a workplace setting through a case study and practical exercises.

Critical aspects

It is important that candidates generate additional discussion in class, based on scenarios.

Assessment conditions

- ✓ Candidate can have access to any material required
- ✓ The candidate(s) will be required to
 - Answer questions and contribute to class discussion
- ✓ The assessor must be satisfied that each candidate can satisfactorily demonstrate familiarity with the key requirements of the MED and BCC, especially about form filling exercises for establishing a new business.

Special notes

During assessment the candidate(s) will:

- ✓ Contribute to classroom discussion or discussion with assessor.

Tasks will be completed within session or a reasonable timeframe.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ Key mandate and objectives of the Ministry of Economic Development and the Business Centre Corporation ✓ Steps to be followed in business registration ✓ Legal and policy requirements for staffing and operations of a business ✓ Assistance provided by the BCC for new business ventures ✓ Assistance provided by other government bodies for new businesses 	<ul style="list-style-type: none"> ✓ Clear communication and interaction in a group setting ✓ Clear and comprehensive written OR oral communication skills