



Seychelles Qualifications Authority

# Guidelines for The Development of Qualifications Using Unit Standards

Standards Setting and Framework Development Unit

September 2025

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## 1.0 Definition of key terms

**“Authority”** means the Seychelles Qualifications Authority established under section 3 of the Act.

**“Credit”** means a measure of the volume of learning required for a qualification or part qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification whereby 1 credit is equated to 10 notional hours of learning.

**“International Comparability”** means an analysis of how a qualification compares with and relates to similar international qualifications, best practices and standards.

**“Learner”** means a person who is acquiring or has acquired knowledge, skills, attitudes, personal attributes or competencies.

**“Learning”** means the acquisition of knowledge, skills, attitudes, personal attributes or competencies.

**“Level”** means one of the series of levels of learning achievement arranged in ascending order according to which a National Qualifications Framework is organised, and to which qualification types are linked.

**“National Qualifications Framework”** means a comprehensive system approved by the Minister for the development, classification, registration, publication, evaluation and articulation of quality-assured qualifications.

**“Notional hours of learning”** means the estimated learning time taken by the average learner to achieve the specified learning outcomes of the course or programme and includes teaching contact time, non-contact time, time spent in structured learning in the workplace, and time spent in assessment processes.

**“Part qualification”** means an assessed unit of learning that is registered by the Authority as part of a qualification, including a unit standard, and a micro-credential.

**“Performance criteria”** means the standards used to guide learning and assess learner achievement and/or to evaluate and certify competence.

**“Qualification”** means a registered national qualification.

**“qualification frameworks”** means systems for development, classification, registration, publication, evaluation and articulation of quality-assured qualifications.

**“Qualification Standards”** means a description of the minimum requirements necessary to perform work of a particular occupation successfully and safely.

**“Qualification type”** means the specified nomenclature for qualifications at particular levels set under the National Qualifications Framework Regulations.

**“Quality assurance”** means an ongoing process of evaluating and enhancing the quality of the education system, providers or programme, for ensuring that the required standards as determined by the Authority are maintained and enhanced

**“Recognition of Prior Learning”** means principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

**“Standards setting”**

Collaborated efforts to ensure quality and quality improvement in education and training through development of relevant, transparent and internationally comparable qualification standards.

**“unit standard”**

Means a statement of the outcome of any learning assessed, the type and quality of evidence that represents performance worthy of an award of credits and the context in which that evidence should be demonstrated

## 2.0 Introduction

The development of unit standards is a critical process in ensuring the quality, relevance, and consistency of qualifications within an education and training system. Unit standards define the learning outcomes, performance criteria, and the level of performance required for specific areas of knowledge and skill. They form the building blocks of qualifications, serving as a common reference point for learners, educators, assessors, and employers.

This guide provides a structured approach to the development of unit standards, offering practical steps, key considerations, and best practices for stakeholders involved in the process. Whether you are a curriculum developer, subject matter expert, or quality assurance practitioner, this handbook is designed to support the creation of unit standards that are clear, outcomes-based, aligned with national qualification frameworks, and responsive to the needs of industry and society.

By following this guide, stakeholders can contribute to the creation of qualifications that not only uphold academic and professional integrity but also empower candidates with meaningful and transferable competencies.

## 3.0 Scope

To equip candidates with the knowledge, skills, and competencies required to effectively develop unit standards for qualifications. This includes understanding the principles of qualification design, ensuring alignment with industry needs and regulatory frameworks, and applying best practices for writing clear, measurable, and assessable unit standards. By the end of the training, learners should be able to develop comprehensive, standardized units that ensure consistency, quality, and relevance in vocational and academic qualifications.

## 4.0 Relationship to the NQF

The National Qualifications Framework (NQF) comprises ten (10) learning achievement levels. The levels ascend from elementary literacy, numeracy and cognition required to perform simple tasks up to the most advanced production of knowledge achieved through individual, independent research, together with the level descriptors (the required learning achievements) appropriate to each level.

The NQF provides the requirements for qualifications at all levels through:

Unit standards describe the result of learning as well as what should be assessed but do not dictate the process of learning, i.e. they do not describe how learning should take place or how the outcomes should be assessed.

Unit standards establish benchmarks for education and qualifications. When grouped together they are often known as qualification standards.

Qualification standards are a powerful coordination mechanism for improving the match between demand and provision of education, training and learning.

Qualification standards are the result of interactions between the worlds of work (embodied by social partners, professional associations, employment services) and of education (training providers, teachers, awarding bodies, education ministries).

## The Seychelles NQF Map

NQF Level	Minimum Credits	Qualification Type	
10	360	Doctoral Degree	
9	160	Master's Degree	
8	120	Bachelor's Degree Honours	
		Post-Graduate Diploma	
		Post-Graduate Certificate	
7	360	Ordinary Bachelor's Degree	
6	120	Advanced Diploma	Technical and Vocational Advanced Diploma
5	360	Diploma	Technical and Vocational Diploma
4	240	Upper Secondary Certificate	Vocational Advanced Certificate
		Advanced Level Certificate	
		Advanced Certificate	
3	120	Upper Subsidiary Certificate	Vocational Certificate
		Certificate	
2	N/A	General Secondary Certificate	Vocational Secondary Certificate
1	N/A	Primary Certificate	

### Key:

	General education offered in public and private schools
	Vocationally oriented training including apprenticeships
	Academically oriented tertiary education

## 5.0 What is a unit standard?

“unit standard” means a statement of the outcome of any learning assessed, the type and quality of evidence that represents performance worthy of an award of credits and the context in which that evidence should be demonstrated;

It represents an outcome of learning and/or a work activity that is a significant part of a qualification; and that when put together in a coherent manner will form a full qualification.

Unit standards are aligned with NQF (National Qualifications Framework) levels and descriptors by matching the required knowledge, skills, and competencies to the appropriate NQF level. This alignment ensures that the qualifications or part qualifications awarded reflect the learner's abilities and that there is a clear progression path between different levels of learning.

Each level has specific descriptors that outline the expected knowledge, skills, and attributes of learners at that level. To be registered on the NQF, qualifications and unit standards must be aligned with the appropriate NQF level descriptors.

## 6.0 Purpose and role of unit standards in qualifications

### ➤ As Registered components of Qualifications.

Unit standards are registered components of national qualifications. Each represents an outcome of learning and/or a work activity that is a significant part of a qualification; and that when put together in a coherent manner will form a full qualification. Unit standards state:

- the outcome(s) of learning and/or work activity needing to be formally assessed;
- the proof of performance learners must produce and/or demonstrate if they are to receive formal recognition of their knowledge and skills;
- the quality of this required evidence, representing what stakeholders consider being acceptable performance;
- the context, parameters and limitations to and/or of any required performance;

### ➤ As an award given through the NQF

Unit standards represent an ‘award’, signifying that a person has been formally assessed and has attained a nationally agreed standard of performance.

### ➤ As a basis of assessment decisions/RPL

Unit standards provide the basis for the design of assessment activities and the making of assessment decisions. The intended audiences are: informed assessors – skilled assessors with knowledge, or access to specialist knowledge in the subject area being assessed; and candidates who have completed relevant learning and who wish to self-assess their readiness for formal assessment.

### ➤ To inform learning programmes

Unit standards are not directly used in the delivery of learning or training programmes. Rather, by describing required performance, unit standards inform the design of learning and training programmes.

## 7.0 Types of Unit Standards

The National Qualifications Framework Regulations 2025 makes provision for three (3) unit standard types on the Seychelles NQF as follows:

- a. **Specific unit standards** that refer to specific knowledge, skills, attitudes and values which form the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification.
- b. **Essential unit standards** that refer to generic knowledge, skills, attitudes and values deemed necessary for all qualifications and are:
  - I. Communication
  - II. Information and Communication Technology
  - III. Numeracy
- c. **Elective unit standards** that refer to additional knowledge, skills, attitudes and values from which a choice may be made to ensure that the purpose of a qualification is achieved

## 8.0 Characteristics of good Unit Standards

- Clearly specify what the learner must know or be able to do upon completion.
- Focus on measurable results rather than inputs like time or content covered.
- Clear and Unambiguous (use simple, concise, and consistent language).
- Avoid jargon or overly technical terms unless necessary and defined.
- Aligned to the National Qualifications Framework (NQF)
- Reflect the level descriptors of the NQF (or relevant framework).
- Ensure coherence with qualification pathways and articulation possibilities.
- Relevant and Industry-Informed (based on real-world tasks and current industry practices).
- Developed with input from employers, practitioners, and professional bodies.
- Measurable and Assessable (include specific performance criteria that can be objectively evaluated).
- Enable reliable, valid, and fair assessment of learner performance.



- Consistent in structure and follow a standardized format as prescribed in the Manual.
- Flexible and Transferable (allow for application in different contexts (where appropriate)).
- Promote portability of learning and qualifications across institutions and sectors.
- Cognitively and practically appropriate (match the cognitive demands of the level (e.g. basic, intermediate, advanced)).
- Include both theoretical knowledge and practical application, where relevant.
- Up-to-Date and future-focused (reflect current knowledge and technologies).
- Forward-looking to remain relevant in changing industry and societal contexts.

## **9.0 Components of a unit standard**

Each unit standard must have its own Purpose, set of Elements, Performance criteria and Range.

Each unit standard must have at least 3 Elements; each Element must have at least 3 Performance criteria and each Element must have its set of range statements written immediately after the performance criteria

### ***A) Unit Standard Title***

The title of a unit standard accurately and concisely describes an outcome of learning and/or work activity that needs to be achieved and formally recognised for a specific purpose. It expresses the outcome that someone who is credited with the unit standard has demonstrated they know and/or can do.

The title must:

- describe a meaningful outcome attributable to an individual;
- be precise descriptions and not mislead or over-represent the abilities of the person holding credits for the unit standard;
- be written using a verb in the active voice, noun, and conditions and/or context consistent with the classification category in which the unit standard is located;
- not include items from the Range in which performance of the Title may be demonstrated.

A full list of titles (grouped according to Unit Standard Types) and levels must be provided at the time of approval of the unit standards for registration.

### ***B) Unit Standard Type***

Unit standard type specifies whether the unit standard is a Specific, Essential or an Elective component of a qualification.

Essential: SQA considers the following unit standards as essential: communication, ICT, life skills and numeracy

Elective: also known as optional or units which students can choose from in order to fulfill the number of credits as required by the NQF

### ***C) Standard number***

Unique identifier (assigned by the SQA) upon approval for registration on the NQF

#### ***D) Number of Credits***

Credits allocated to a unit standard must reflect the notional learning time it is expected for learners to repeatedly meet the outcome and performance requirements in the unit standard (i.e. to master the learning in that unit standard).

Notional learning time includes time:

- a) spent in structured tuition and self-directed learning and practice;
- b) taken to gather and provide evidence for assessment purposes; and
- c) taken for assessment in all the Elements and contexts.

The credit value assigned to the unit standard must be appropriate in terms of the NQF definition of a credit. One (1) NQF Credit represents ten (10) notional hours of learning, practice, and assessment time with respect to the elements and contexts of the unit standard.

NQF Credits allocated must:

- be whole numbers;
- be consistent with unit standards with comparable elements, evidence demands and contexts.

A unit standard will carry a minimum of 3 credits (30 notional hours of learning).

#### ***E) NQF Level of the Unit Standard***

Unit standards will be registered at one of the levels of the Seychelles NQF.

The level assigned to the unit standard must provide a best match between the descriptors [for a specific NQF level] and the Elements and Performance Criteria of the unit standard.

The Level should also be appropriate for the learning pathway within which the unit standard is located.

**At least 60% of the unit standards must be at the level of the qualification. Therefore, if there are 15 units in an Advanced Certificate Qualification, 9 should be at level 4.**

#### ***F) Purpose of the Unit Standard***

The end result of what the learner is expected to know and/or be able to do upon completion of the unit. Purpose of the unit standard is clear and comprehensive and match the content of the unit standard and the title.

See examples below:

- Learners credited with this unit standard understand....
- Learners credited with this unit standard have acquired knowledge and skills in...
- Learners credited with this unit standard are able to .....

#### ***G) Elements***

Elements break the unit standard title into sub outcomes that assist in explaining the title. When put together, the elements equate with the outcome of learning and/or work activity described in the title. Therefore, elements indicate competence in the unit standard as a whole. Elements may also make assessment of the title outcome more manageable and valid.

Elements are outcome statements that describe knowledge, skills and attributes a learner has demonstrated, and the context within which these have been assessed. In order to be credited with the unit standard, a learner must achieve all of the outcomes described in the Element statements.

Elements must:

- represent outcomes of learning and/or work activities that are demonstrable, measurable and assessable;
- be in a format similar to the title - Verb in the active voice + noun + conditions and/or context;
- expand on, and be consistent with the title;
- be clear and unambiguous, using language which has meaning for those people who will use the unit standard;
- not be optional.

There should be a minimum of three (3) elements and maximum of six (6) elements (more than 6 may indicate that the standard is trying to address more than one purpose and less than 3 may indicate that the focus of the standard is too narrow).

#### ***H) Performance Criteria (Evidence requirements)***

Each Element requires its own set of Performance Criteria which indicate competence in the specific outcome by the learner. Performance criteria specify the critical evidence required to meet the outcomes/Elements and must use the format: ***Noun + verb + qualifying phrase***.

In relation to each Element, the performance criteria will specify what is expected to have been done or demonstrated to a particular quality, quantity, level or standard. In other words, performance criteria describe the evidence that must be considered in making an assessment decision.

Collectively, the performance criteria provide the standard against which outcomes are assessed and represent what national stakeholders consider is an informed assessment decision that an element has been achieved.

Performance criteria must:

- be expressions of evidence. They are not written as assessment tasks or instructions to assessors about the way to conduct assessment;
- give informative guidance to assessors and candidates/learners as to what evidence is required;
- provide sufficient detail for valid and consistent assessment decisions to be made;
- collectively indicate the level or quality of performance required;
- refer to essential activities and/or results related to the outcome being assessed;
- not introduce new aspects of performance which are not implied by the Element;
- contain qualifying statements such as:
  - within standard time
  - following all safety procedures
  - according to workplace procedures.

Each Element should contain at least three performance criteria.

- Show clear breakdown of the elements and begin with definition of new terms where applicable.
- Should be clear and assessable with only one or two verb at a time
- Verbs and terms used in the performance criteria are in line with the level of the unit standard
- Format for writing performance criteria is as follows: noun + verb + qualifying phrase
- Written using correct tenses, grammar and correct use of plural and singular

## ***1) Range Statements***

Range statements specify the context in which the Element can be expected to be achieved.

Range statements indicate the breadth or limits of performance contexts applicable to any Element or the Title of the Unit Standard.

Range statements should indicate the typical context of the Element (including steps, listed items, procedures, tools, etc.) stated in the performance criteria.

Range statements must show clear relationship between the Element and its corresponding performance criteria.

Range statements ensure that the same factors are considered for assessment of each learner.

Range statements must be written immediately below the performance criteria of an element/outcome. This means that the range statements apply to all performance criteria in that Element.

When writing range:

- Ensure consistency in the terms used in the performance criteria and Range
- Avoid the use of bullets when writing the Range
- Avoid the use of personal pronouns such as: “***you, your, their***”

To avoid long and extensive explanations where the performance criteria ends with these verbs:

*described, explained, discussed, performed, applied, demonstrated*; the range statement shall use the phrase “*must cover*” to include up to three examples or summarise steps and procedures.

## **10.0 Writing guidelines and style**

### ***The writing style of the Unit Standard***

A qualification may include Unit standards demonstrating ***knowledge*** and unit standards demonstrating ***application***. These are differentiated by their titles. Regardless of the type, the development of Unit standards must show progression from:

1) Knowledge → 2) Understanding → 3) Application as shown in the diagram below.

The content of the unit standard whether knowledge or application, must be in line with the unit standard title. This is shown by the use of different verbs both in the Elements and Performance criteria.

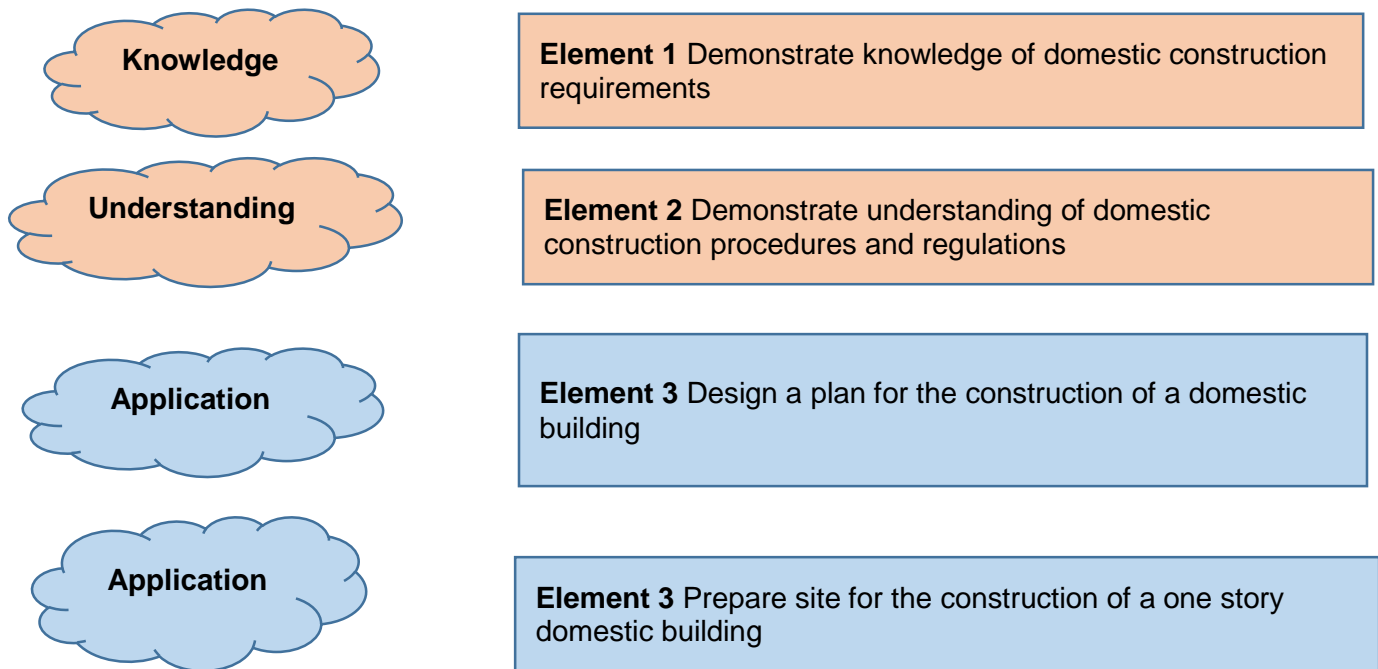
Whenever the title says ‘demonstrate knowledge’; the unit standard is asking the learner to provide a descriptive answer of their knowledge. The most common way (and often easier) to achieve this is through a written theory assessment.

When the title says for example ‘Apply or Perform’; the unit standard is asking the learner to demonstrate practical skills or perform certain procedure to show that they have achieved the unit standard through their demonstrations.

When the title says ‘demonstrate knowledge’ the common terms that performance criteria will use include but are not limited to: listed, identified, described, explained.

When the title says 'Apply or Perform' the common terms that the performance criteria will use include but are not limited to: applied, performed, developed, completed.

Example of unit standard: *Carry out preliminary procedures for the construction of a domestic house*



## 11.0 Standards development Stages

There are six main stages in the development of unit standards and qualifications:

- Stage 1: Identify need
- Stage 2: Analysis of the occupational area or profession
- Stage 3: Development of unit standards and qualifications
- Stage 4: Verification by stakeholders
- Stage 5: Submission of unit standards and qualifications to SQA
- Stage 6: Endorsement of unit standards and qualifications by professional body/ council

### Stage 1: Identify need

The unit standard or qualification must be responsive to the needs of learners, sectors and employers. This may include progression needs within and between educational and employment sectors or reflect other educational, economic, social and cultural needs of Seychelles. The anticipated demand and uptake for the qualification should be sustainable and provide a meaningful standard of achievement. The need for a new qualification can be identified by the SQA, the Department of Employment, a provider, an organization or other bodies.

The Department of Employment, providers and/or other organisations will need to formally request for the development of unit standards and/or a qualification to the SQA.

*Identification of need can be done through survey and research.*

## **Stage 2: Analysis of the occupational area or profession**

Analysis of the occupation can be done either by using a “Job Analysis Questionnaire” or a “Job Analysis Workshop” or research through existing databases for existing unit standards. These processes will provide the information needed to develop the Unit standards.

### **A) Job Analysis Questionnaire**

The job analysis questionnaire is designed to collect detailed information about the duties and responsibilities of the job as it currently exists. It should provide information about the job itself, and not about individual performance in the job.

The collected job data will be used to help develop or revise learning outcomes for a qualification. For the employer it will help to revise job descriptions and help evaluate the job for appropriate classification.

Answers to the questionnaire should be honest, complete, and accurate about the job responsibilities and duties that are regularly performed as part of the job. Include duties related to special projects or temporary assignments only if these duties are required as a regular part of the job. (See cover template)

## **JOB ANALYSIS QUESTIONNAIRE**

### **PURPOSE AND INSTRUCTIONS**

This job analysis questionnaire is designed to collect detailed information about the duties and responsibilities of the job as it currently exists. Please provide information about the job itself, and not about your performance in the job.

Answers to the questionnaire should be honest, complete, and accurate about the job responsibilities and duties that are regularly performed as part of your job. Please include duties related to special projects or temporary assignments *only if* these duties are required as a regular part of the job.

This questionnaire is designed to collect data about most jobs; however, some questions may not apply to the job being analyzed. If two answers seem to fit the situation, select the one that works best.

### **B) Job Analysis Workshop (JAW)**

Definition: A job analysis is a systematic process of gathering, documenting, and analyzing information about a job to understand its duties, responsibilities, and required skills. It essentially provides a detailed picture of what a job entails and the qualifications needed to perform it effectively.

This method involves a group of experts coming together to do a detailed analysis of the functions (tasks and duties) of an occupational area. The key functions of the occupational area are broken down to produce competencies and their associated elements and performance criteria. Elements, together with performance criteria and range indicators, define the outcomes expected of a competent performer in the occupation.

Prior to the job analysis workshop (JAW), an initial research is conducted to identify existing national and international unit standards and qualifications in the proposed area. To complete and complement the JAW, subject benchmarks and occupational standards should be consulted, where they exist.

The job analysis will include a workshop that will bring together relevant stakeholders including:

- practitioners and professionals from the sector and specific field
- industry and professional bodies (e.g. associations, councils)

- current and former learners
- staff from the relevant education and training institution
- governing board members of the relevant education and training institution

A report is produced following the job analysis using the template shown below.  
(see annexes for tables)

<b>JAW REPORT – TABLE OF CONTENTS</b>	
<b>INTRODUCTION</b> (Situate the analysis exercise in the context of the development of a training program)	
<b>1. GENERAL DESCRIPTION OF THE OCCUPATION</b>	
1.1	Definition of the occupation
1.2	Working context
<b>2. WORK PROCESS</b>	
2.1	Tasks and duties table
2.2	Complementary information
<b>3. CONDITIONS FOR ACCOMPLISHING THE TASKS AND PERFORMANCE CRITERIA</b>	
<b>4. RELATIVE IMPORTANCE OF EACH TASK AND TIME ALLOCATION</b>	
<b>5. REQUIRED KNOWLEDGE FOR CARRYING OUT THE PROFESSION</b>	
5.1	Knowledge
5.2	Skills
5.3	Aptitudes
<b>6. SUGGESTIONS FOR THE TRAINING</b>	
<b>7. LIST OF COMPETENCIES</b>	

### **Step 1 of the JAW: General description of the occupation**

#### **1.1 Definition of the occupation**

This is a summary of the job at hand and why it exists. It is done by asking the following questions: WHO; WHAT; HOW; WHY. The definition should contain the following elements. See example below:

**(WHO)** A drive-through specialist is one who **(WHAT)** listens to and coordinates customer orders by managing customer requests and **(HOW)** inputs that information into internal point of sale software to **(WHY)** ensure a smooth flow, data collection, and timely and accurate food preparation for guests.

(Each group should put down their ideas and come up with a common definition).

.....

.....

.....

.....

.....



### 1.2: Working context

This activity will provide information on such matters as physical working conditions, work schedule, incentives, the organisational and social working context; for example: the number of people with whom the employee would normally interact.

Categories	Comments
Workplace conditions	
Schedule	
Responsibilities -Individual or team work -Supervision -Responsibility with regard to the material and equipment - Responsibility with regard to individuals	
Recruiting conditions -Schooling - Exams or contests	
Motivation - Salary	
Promotion possibility	

### ***Step 2 of the JAW: Work process***

#### 2.1 Tasks and duties table

This activity lists all the tasks and duties performed in a week for example:

##### Tasks performed by a teacher in one week/month:

Conduct research  
Plan and prepare lessons  
Motivate and encourage student participation  
Develop new teaching materials  
Implement new teaching methods  
Mark student work  
Oversee examinations  
Set assessments  
Provide learners with one-to-one support  
Coordinate open days  
Communicate effectively with teachers and students  
Perform administrative duties/tasks

<b>TASK 1:</b>
Duties - - -

## 2.2: Complementary information on the occupation

This activity sets out all the identified tasks according to their level of difficulty, order of importance and estimated time allocated to complete them.

Where possible, use descriptive terms that relate to the objectives or end results of the job being performed. *(Example: Prepares charts and diagrams to assist in problem analysis, and submits recommendations for solutions)*

TASK	Index of Difficulty (1 to 5) 5 Being The Most Difficult	Relative Importance (1 TO 5) 5 Being The Most Important	% Of The Time Dedicated

### Step 3 of the JAW: Conditions for accomplishing the tasks

In this activity the conditions for accomplishing each task is elaborated in terms of the resources required; the environment under which the task is performed; the risks and health and safety factors involved and the link with other tasks.

Information obtained in this activity will contribute to the performance criteria and range of each element.

<b>TASK 1:</b>				
Degree of autonomy Supervision Individual or team work	Material and equipment required References used	Environment conditions	Links with other tasks	Difficulties Risk for health and safety Stress factors

#### **Step 4 of the JAW: Required knowledge for carrying out the profession**

This activity identifies the knowledge, skills and attitudes required to successfully perform each task

##### **TASK 1:**

Knowledge	Skills	Attitude

#### **Step 5 of the JAW: Suggestions for the training**

Projection into the future will help to identify all future training needs, materials, resources about the occupation

- Future training needs
- Technology
- Equipment/Resources
- Qualifications/Entry requirements
- Languages
- Other Suggestions

#### **Step 6 of the JAW: List of competencies**

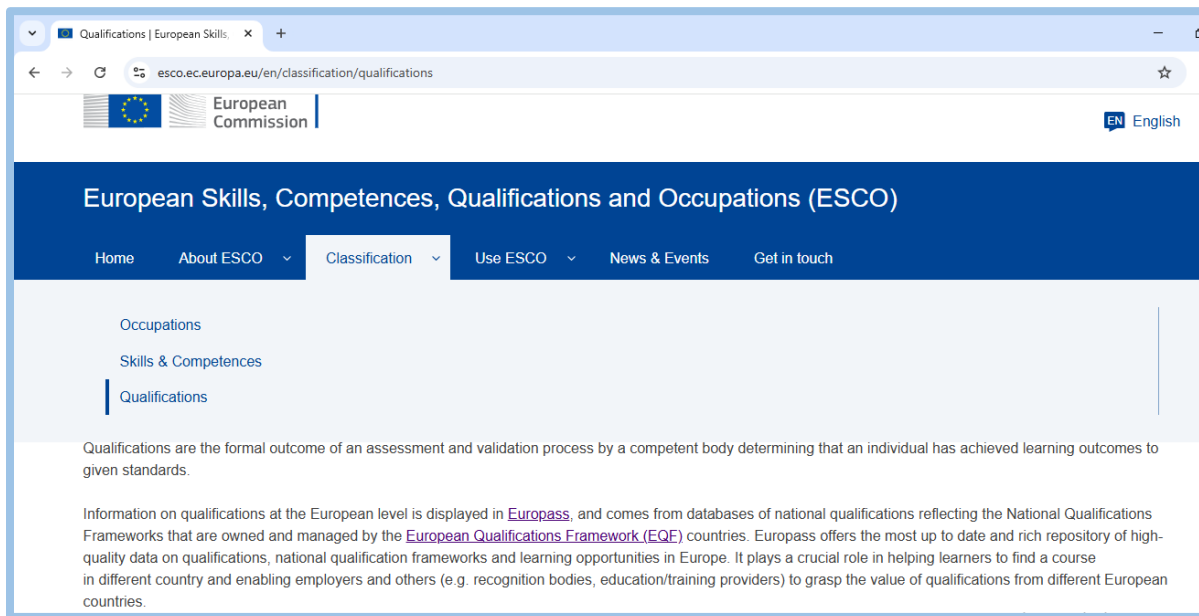
This final activity lists down all the competencies identified in this job analysis

##### **C. Search for existing unit standards using the ESCO database**

One of the recommended database to consult is **E**uropean **S**kills, **C**ompetences and **O**ccupations (**ESCO**).

**ESCO** is a multilingual classification system that standardizes the description of occupations, skills, and qualifications across Europe. It acts as a dictionary, defining and linking these elements to facilitate communication and understanding within the European labour market and education systems. ESCO's goal is to improve labour mobility and create a more integrated and efficient job market by providing a common language for skills and occupations.

**Step 1:** Go to the ESCO portal (<https://esco.ec.europa.eu/en/esco.ec.europa.eu+15esco.ec.europa.eu+15esco.ec.europa.eu+15>) and select "Classification"



**Step 2:** Under the option “Classification” select the option “Occupations”



**Step 3:** Under the option “Occupations” type an occupation.

[Home](#)
[About ESCO](#)
[Classification](#)
[Use ESCO](#)
[News & Events](#)
[Get in touch](#)

[Home](#) > [The ESCO Classification](#) > [Occupations](#)

## Occupations

Search occupations

[Show filters](#)

0 - Armed forces occupations +
1 - Managers +
2 - Professionals +
3 - Technicians and associate +

3039

Occupations

The ESCO oc  
serves as its h  
top four levels  
occupations ar  
each occupati  
All occupation

**Step 4:** The search result will present different types of Masons for selection

Search occupations

[Hierarchy view](#)

### Search result

7113.1 - stonemason

7123.2 - plasterer

7114.1 - concrete finisher
3111.7 - material testing technician
8122.1 - abrasive blasting operator

**Step 5:** Select a specific type and the search will provide a “Description” for the occupation.

## plasterer

Download 

[Craft and related trades workers](#) > [Building and related trades workers, excluding electricians](#) > [Building finishers and related trades workers](#) > [Plasterers](#) > **plasterer**

### Concept overview

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#### Code

7123.2

#### Description

Plasterers apply plaster made from gypsum, cement or other solutions to walls as a smooth finish. They mix dry plaster powder with water, then smear the resulting paste onto a wall. The plaster is then smoothed before it hardens and forms a solid coating on the wall.

**Step 6:** Below the description, find and select the required skills and competencies

## plasterer

### Skills & Competences

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#### Essential Skills and Competences

apply adhesive wall coating

apply proofing membranes

cut wall chases

follow health and safety procedures in construction

follow safety procedures when working at heights

inspect construction supplies

install insulation material

mix construction grouts

place drywall

plaster surfaces

prepare surface for plastering

transport construction supplies

use measurement instruments

work ergonomically

work safely with chemicals

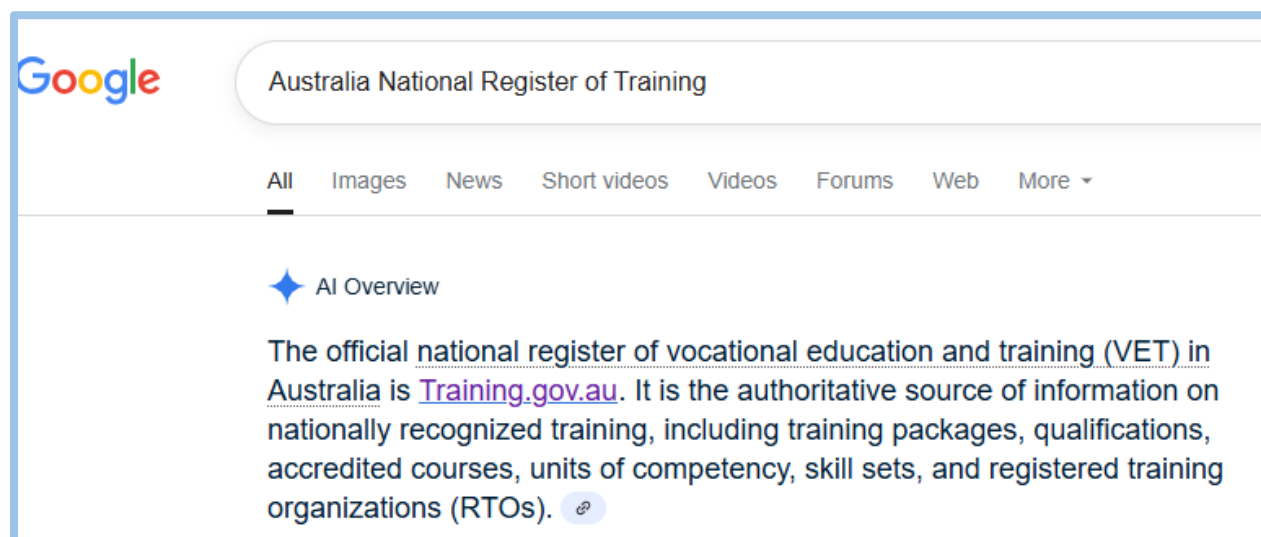
## D. Search for existing unit standards using the Australia National Training Register

The Australia Training Register is the national online database, known as [training.gov.au](https://training.gov.au), that provides authoritative information on all Nationally Recognised Training (NRT) and the Registered Training Organisations (RTOs) approved to deliver it. It contains details on training packages, qualifications, units of competency, skill sets, and accredited courses, as well as information on RTOs' registration status and their approved scope of operations. Information held on the register includes:

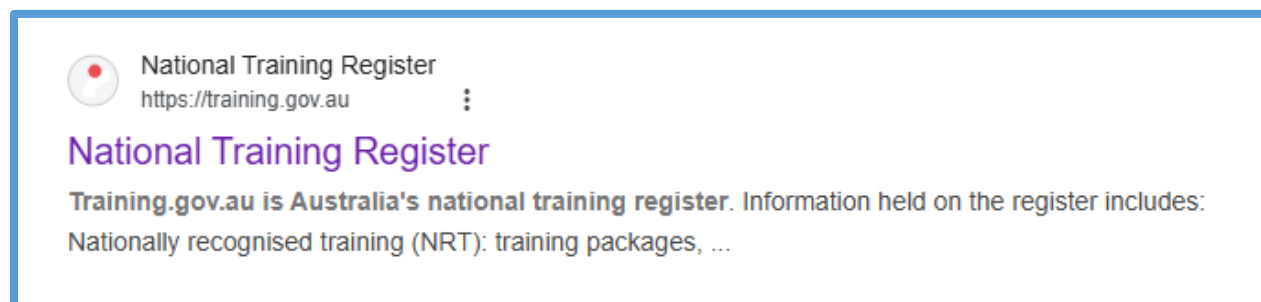
- a) Nationally recognised training (NRT): training packages, qualifications, units of competency, skill sets and accredited courses.
- b) Registered training organisations (RTOs) that are approved to deliver nationally recognised training

### To search for a qualification:

*STEP 1: Go to Australia National Register of Training*



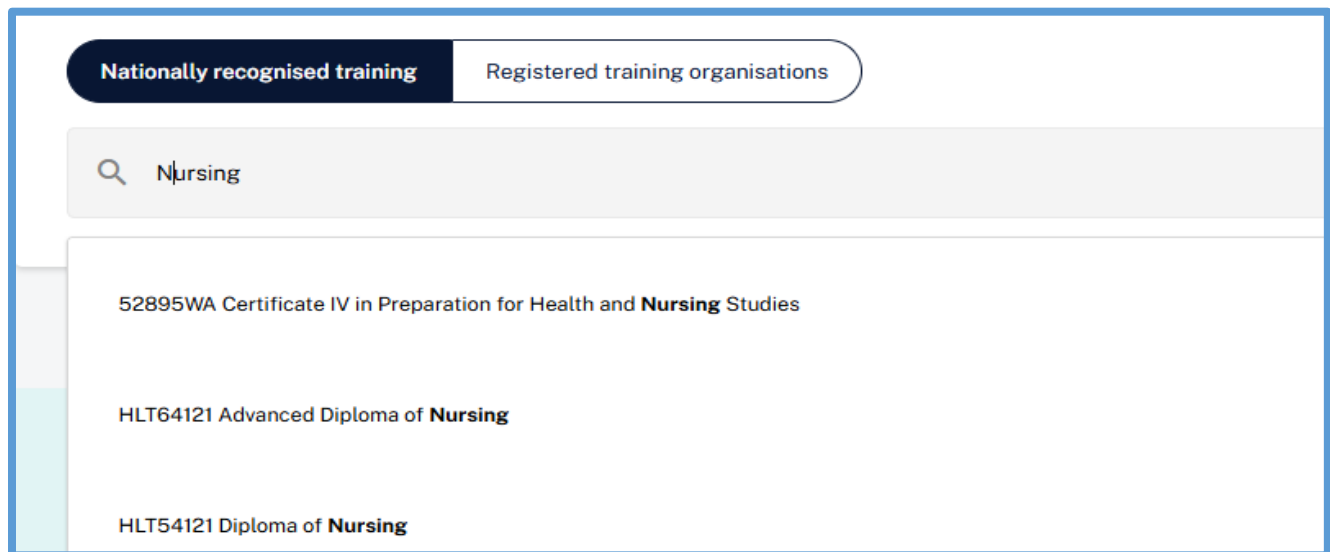
*STEP 2: Select National Training Register*



**STEP 3:** Enter desired field in the search (for example: Diploma in Nursing)



The screenshot shows the top of the training.gov.au website. On the left is the Australian Government crest. To its right is the training.gov.au logo with the tagline "A joint initiative of the Australian, state and territory governments". Below this is a navigation bar with links: Home, News, Compare, Resources, Links, Reports, and Support. A large dark blue banner contains the text "Search the National Training Register". Below the banner are two tabs: "Nationally recognised training" (which is selected) and "Registered training organisations". Below the tabs is a search bar with a magnifying glass icon and the placeholder text "Enter search terms (title, code, keyword)...".



This screenshot shows the search results for the term "Nursing". The "Nationally recognised training" tab is selected. The search bar contains the text "Nursing". Below the search bar, a list of results is displayed:

- 52895WA Certificate IV in Preparation for Health and **Nursing** Studies
- HLT64121 Advanced Diploma of **Nursing**
- HLT54121 Diploma of **Nursing**

**STEP 4:** The search will yield results for the desired qualification including the core units



Qualification
|
no
Show history

**HLT54121** Diploma of Nursing

Usage recommendation
Current
30/Apr/2021
i

Release
5
Current
01/Jul/2023

Qualification details
Units of competency
Summary
Find RTOs

**Modification history**

Release	Comments
Release 5	Release 5. Supersedes and is equivalent to <a href="#">HLT54121</a> Diploma of Nursing release 4. Minor change to update Infection Control units of competency.
Release 4	Release 4. Supersedes and is equivalent to <a href="#">HLT54121</a> Diploma of Nursing release 3. Minor change to update Infection Control units of competency.

**Qualification description**

This qualification reflects the role of an enrolled nurse working under the direct or indirect supervision of a registered nurse.

Enrolled nurses provide nursing care for people across the health care continuum and at all stages of life.

To be eligible to apply for registration as an enrolled nurse and to practice in Australia, individuals must complete a Diploma of Nursing program accredited Australian Nursing and Midwifery Accreditation Council (ANMAC) and approved as 'an approved program of study' by the Nursing and Midwifery Board of Australia (NMBA) in accordance with the Enrolled Nurse Accreditation Standards. To confirm the education provider holds the necessary accreditation check the Australian Health Practitioner Regulation Agency (AHPRA) at [www.ahpra.gov.au](http://www.ahpra.gov.au).

The scope of practice for enrolled nurses is determined by legislative requirements and the policies and procedures of the employing organisation.

This qualification may contribute to the Nursing and Midwifery Board of Australia's (NMBA) registration requirements to practice as an enrolled nurse.

The information in the qualification description can be used to inform the purpose of the qualification

Other information provided will include Entry requirement, Packaging rules and Core units from which the desired units can be selected and adapted to suit the national context for which the qualification is being developed.

Core units	
<a href="#">CHCDIV001</a>	Work with diverse people
<a href="#">CHCDIV002</a>	Promote Aboriginal and/or Torres Strait Islander cultural safety
<a href="#">CHCPRP003</a>	Reflect on and improve own professional practice
<a href="#">HLTAAP002</a>	Confirm physical health status
<a href="#">HLTAAP003</a>	Analyse and respond to client health information
<a href="#">HLTENN035</a>	Practise nursing within the Australian health care system
<a href="#">HLTENN036</a>	Apply communication skills in nursing practice
<a href="#">HLTENN037</a>	Perform clinical assessment and contribute to planning nursing care
<a href="#">HLTENN038</a>	Implement, monitor and evaluate nursing care
<a href="#">HLTENN039</a>	Apply principles of wound management
<a href="#">HLTENN040</a>	Administer and monitor medicines and intravenous therapy

### Stage 3: Development of unit standards and qualifications

The SQA will form the Standards Development teams to develop the unit standards for different qualifications. The composition of the teams will vary, depending on the field of the qualification, the level of the qualification and area of speciality. It should include experienced practitioners and professionals from the sector in order to provide an informed view of the development. The SQA designated Principal Standards Setting Officer will lead the Standards Development teams and co-ordinate development activities.

The unit standards either for part or full qualifications shall be submitted in the designated format established by the SQA.

### Stage 4: Verification by stakeholders

Once unit standards have been drafted they are forwarded to the relevant industry stakeholders for verification to check and confirm that all relevant information have been included in the unit standards. This will ensure that the unit standards are fit for purpose and meet industry needs.

### Stage 5: Submission of unit standards and qualifications to the SQA

Once the unit standards have been verified by the industry stakeholders they are submitted to the SQA for pre-screening and confirmation. The SQA Standard officer will pre-screen the unit standards and ensure that they meet all NQF requirements

## **Stage 6: Endorsement of unit standards and qualifications by professional body/ council**

Prior to the final approval of the unit standards, the SQA will submit the unit standards to the relevant regulatory body, professional body or Council for endorsement.

The relevant authority will produce a letter explaining the endorsement process and recommendations and forward the same to the SQA.

## ANNEX I

**Format for submission of the unit standards.** (*Manual for the development, evaluation and approval of Qualifications and unit standards, June 2022*)

*Unit standards must be submitted in the following format. The font for unit standards is Arial.*

<b>Unit Standard Title</b>	Control traffic and traffic flow
<b>Type of competency</b>	Specific
<b>Standard Number</b>	
<b>Level Number</b>	3
<b>Number of Credits</b>	5
<b>Field</b>	07 Law and Security
<b>Sub-field</b>	Safety in Society
<b>Issue Date</b>	30/03/2022
<b>Review Date</b>	29/03/2027

*(above 12pt bold)*

*(above 12pt)*

*(double spacing)*

### **Purpose** (12pt bold)

Learners credited with this unit standard are able to control traffic and traffic flow in various situations by implementing road traffic regulations to ensure road safety. *(all text is left justified, 11pt)*

*(double spacing)*

### **Elements and performance criteria** (12pt bold)

#### **Element 1** (11pt bold)

Demonstrate understanding of traffic control and associated concepts

#### **Performance Criteria** (11pt bold)

- 1.1 The concept of traffic control in various situations is explained
- 1.2 The role of a traffic police officer is relayed using examples
- 1.3 Traffic control signs for different situations are identified

#### **Range** (Italic 11pt bold)

*The concept of traffic control in various situations: Road traffic control involves directing vehicular and pedestrian traffic around a school zone, accident or other road disruption, or during peak hours or events involving large crowds, thus ensuring the safety of emergency response teams and the general public.*

*The role of a traffic police officer: prevention of accidents; ensure road regulations are being followed; wearing of seat belts, respecting the speed limit; control traffic (directing vehicular and pedestrian traffic in roundabouts or junctions).*

*Traffic control signs for different situations: traffic lights (red for stop, yellow for readiness and green for go), physical signs by police officers (beckoning for continue along the same road, hands with palms facing vertical for stop), signs on the road (double broken white line for slow down, double white line for stop), road signs (red circle with horizontal line for no entry, a red triangle with a traffic light indicates traffic lights ahead).*

## **Element 2**

Demonstrate understanding of traffic control situations

### **Performance criteria**

- 2.1 Equipment used for different traffic control situations are identified
- 2.2 Equipment for specific traffic control situations are selected
- 2.3 Standard operating procedures for directing traffic are explained

### **Range**

*Equipment used for different traffic control situations: white long gloves, reflective vest, cones, chalk, writing board, metal barrier, signs, metro light, loud hailer, police cordon*

*Selection of equipment for specific traffic control situations: for directing traffic flow (white long gloves, reflective vest, signs), incidents or control of movement (cones, chalk, writing board, metal barrier, signs, metro light, loud hailer), accident (police cordon).*

*Standard operating procedures for directing traffic: facing oncoming traffic, right hand pointing up means stop to oncoming traffic, with hands still up, left elbow is bent at right angle to direct traffic to the right;*

## **Element 3**

Direct traffic and pedestrians from a stationary position

### **Performance Criteria**

- 3.1 Standard traffic direction and control methods are applied
- 3.2 Procedures to deal with unexpected situations are applied
- 3.3 Safe place is selected as standing point to control traffic
- 3.4 Body signals are used to direct traffic
- 3.5 Equipment and signs are used to direct traffic
- 3.6 Communication skills are applied with pedestrians and drivers

### **Range**

*Standard traffic direction and control methods: facing oncoming traffic, right hand pointing up means stop to oncoming traffic, with hands still up, left elbow is bent at right angle to direct traffic to the right; Application of procedures to deal with unexpected situations: the COWS procedure is followed in the case of fatalities; casualty (save lives), Obstruction (remove any obstruction to allow for emergency services to assist or allow traffic flow), Witnesses (take note of all witnesses through written notes or video ), Statement of witnesses (cordon the scene of the accident to seal it for other partners (criminal investigation division, forensics, pathologist, Seychelles Fire Rescue Services Agency); removal of cordon after the departure of CID to re-establish flow of traffic.*

*Selection of a safe place as standing point to control traffic: Standing on the white line in the middle of the road; in situation of a road block; standing ¾ of the side of the road facing oncoming traffic, ensure the location will allow drivers to have clear visibility of the officer; avoid bends, avoid bus stops, avoid blocking entrances to private properties or to other lanes or roads*

*Use of body signals to direct traffic: facing oncoming traffic, right hand pointing up means stop to oncoming traffic, with hands still up, left elbow is bent at right angle to direct traffic to the right;*

*Use of equipment and signs to direct traffic: white long gloves, reflective vest*

*Application of communication skills with pedestrians and drivers: use of Stop, go, wait. speak clearly with a loud and firm tone.*

## **Element 4**

Demonstrate knowledge of procedures for road blocks and vehicle check points

### **Performance criteria**

4.1 Road blocks and vehicle check points are explained

4.2 Legal requirements for the setting up of road blocks and vehicle check points are explained

4.3 Purpose for setting up a road block and vehicle check point are explained

### **Range**

*Road blocks and vehicle check points: sobriety check points are random daily spot checks to verify particulars of vehicles and to verify if vehicles are without defects; roadblocks involve law enforcement officials stopping every vehicle on a public roadway and investigating the possibility that the driver might be too impaired to drive due to alcohol or drug consumption, or to search for a person of interest.*

*Legal requirements for the setting up of road blocks and vehicle check points: section 15 of the Criminal procedure code gives the police the power to stop, search and/or detain any vehicle in or upon there shall be reason to suspect that anything stolen or unlawfully obtained may be found and also any person who may be reasonably suspected of having in his possession or conveying in any manner anything stolen or unlawfully obtained.*

*Purpose for setting up a road block and vehicle check point: ensuring that drivers comply with traffic regulations, such as wearing seatbelts, having proper insurance and road license, and having their vehicles in good driving condition, alcohol, random search*

## **Element 5**

Set up road blocks and check points according to standard procedure

### **Performance criteria**

5.1 Appropriate area for setting up road blocks and check points is selected

5.2 Appropriate security measures for setting up road blocks and check points are applied

5.3 Appropriate equipment is selected for specific road blocks and check points

5.4 Signs are positioned in accordance with road traffic regulations

5.5 Roles and responsibilities of each officer are explained

### **Range**

*Selection of appropriate area for setting up road blocks and check points: area must be well lighted, must have a siding, must not cause obstruction, driver must be able to identify the police officer.*

*Application of appropriate security measures for setting up road blocks and check points: signs indicating road blocks ahead, assistance from other unit, protective gears (gloves, mask, vest, flashlight).*

*Selection of appropriate equipment for specific road blocks and check points: proper document, breathalyser, extra police radio.*

*Positioning of signs in accordance with road traffic regulations: the first sign indicates road block ahead, all signs are placed on the white line, signs are placed 30 meters ahead of road block, all signs are accompanied with metro lights.*

*Roles and responsibilities of each officer: intervention team (one team in the car, and one on the motorcycle to intercept); search team (responsible for searching vehicle); traffic team (stopping and diverting traffic); data collection officers (collect data from drivers and vehicle); breathalyser team (breathalyse drivers suspected to be under the influence of alcohol); processing team (process offenders); perimeter team (ensure safety of all officers); commanding officer (coordinate the operation).*

## **Element 6**

Attend to a scene of accident

### **Performance Criteria**

6.1 Measurements and markings are performed

6.2 Traffic is directed at the scene of incident using hand signals to minimize obstructions and prevent further accidents

6.3 COWS procedure is explained

6.4 COWS procedure is applied

6.5 Information about the incident is recorded

### **Range**

*Measurement and markings using appropriate equipment: mark the four corners of the vehicle, measure the road 5 metres in front and five meter at the back using a measuring tape, find a fix point (e.g.: an electric pole) for reference, measure each marking position to the edge of the road, draw a sketch plan of the accident and obtain signature from both drivers.*

*Directing traffic at the scene of incident: ensure that one side of the road is always free to avoid obstruction.*

*Application of COWS procedure: involves the following steps to be carried out in order fatalities (Casualty (save lives), Obstruction (remove any obstruction to allow for emergency services to assist or allow traffic flow), Witnesses (take note of all witnesses through written notes or video), Statement (of witnesses) (COWS); cordon the scene of the accident to seal it for other partners (Criminal Investigation Division, forensics, pathologist, Seychelles Fire Rescue Services Agency), removal of cordon after the departure of CID to re-establish flow of traffic.*

*Recording information about the accident: check for any casualty, establish what happened, identify witnesses, record particulars of drivers and vehicle, issue a notice of intended prosecution (NIP), identify any debris, verify the condition of the road.*

## ANNEX II

Format for submission of qualifications



SEYCHELLES QUALIFICATIONS AUTHORITY

### **QUALIFICATION:**

.....

<b>Qualification Title</b>	
<b>Qualification Type</b>	
<b>Qualification Code</b>	
<b>Level number</b>	
<b>Number of Credits</b>	
<b>Field</b>	
<b>Sub-field</b>	
<b>Date of Registration</b>	
<b>Date of Review</b>	

### **Purpose of the qualification**

Why the qualification is being developed  
What knowledge and skills learners will receive upon completion of the qualification  
What area or scope of work the learners will go into  
Future work /study progression (where relevant)

### **Entry requirements**

Includes knowledge, skills, grades or other criteria of achievements for a learner to be able to enrol on this qualification

### **Rules of Combination (insert)**

The total number of credits for the qualification  
The number of Essential and Specific unit standards  
Number and percentage of unit standards below the level of the qualification.  
Number and percentage of unit standards at the level of the qualification  
Number and percentage of unit standards above the level of the qualification

### **International Comparability (insert)**

State at least 2 other international qualifications that are comparable to this qualification. Give the title of the qualification and the name of the provider

.....  
.....



### ***Articulation Possibilities with Related Qualifications (insert)***

State other related qualifications, a learner may proceed to Upon successfully completing this one

### ***Recognition of Prior Learning***

State whether the qualification can be obtained through Recognition of Prior Learning (RPL)

### ***Employment pathways***

State the possible employment positions the graduate may proceed to upon successful completion of the qualification

### ***Assessment Strategies***

Indicate the types of assessemnt and overall examination by which the learnes are assessed

### ***Unit standards Title Matrix***

List all the unit standards in this qualification including their NQF level and number of credits

Type	ID	Unit Standard Title	Credits	NQF Level

### Annex III

List of verbs for writing unit standards and learning outcomes at different levels on the NQF

Verbs for writing Unit Standards and Learning Outcomes: cognitive

<b>Remember</b>		<b>Understand</b>		<b>Apply</b>	
arrange	quote	associate	generalize	apply	order
cite	read	classify	give example	calculate	practice
define	recite	compare	identify	change	predict
describe	recognize	compute	indicate infer	choose	prepare
draw	record	contrast	interpret	complete	produce
duplicate	relate	convert	locate	compute	relate
identify	recall	defend	paraphrase	demonstrate	report
indicate	repeat	describe	predict	discover	restate
label	reproduce	differentiate	report	dramatize	review
list	select	discuss	recognize	employ	schedule
match	state	distinguish	restate rewrite	examine	show
memorize	tabulate	estimate	review	illustrate	sketch
name	tell	explain express	select	interpolate	solve
point	trace	extend	summarize	interpret	translate
order	write	extrapolate	translate	manipulate	use
outline				modify	utilize
				operate	write
<b>Analyze</b>		<b>Evaluate</b>		<b>Create</b>	
analyze	identify	appraise	judge	arrange	organize
appraise	illustrate	argue	justify	assemble	plan
breakdown	infer	assess	interpret	categorical	prepare
calculate	inspect	attach	measure	collect	prescribe
categorize	inventory	choose	rank	combine	produce
compare	model	compare	relate	comply	propose
contrast	outline	conclude	predict	compose	rearrange
criticize	point out	contrast	rate	construct	reconstruct
debate	question	critique	recommend	create	relate
diagram	relate	defend	review	design	reorganize
differentiate	select	describe	revise	detect	revise
discriminate	separate	determine	score	develop	rewrite
distinguish	subdivide	diagnose	select	devise	set up
examine	summarize	discriminate	summarize	explain	specify
experiment	test	estimate	support	formulate	summarize
		evaluate	test	generate	synthesize
		explain	value	generalize	tell
		grade		integrate	write
				manage	

Verbs for writing unit standards and learning outcomes: Psychomotor and Affective

Simple				Complex		
add	expel	pipet	shake	build	incise	palpate
adjust	filter	place	smear	calibrate	inject	percuss
agitate	guide	plot	smell	construct	innoculate	perform
aspirate	handle	pour	stain	create	make	produce
cleanse	imitate	prepare	start	demonstrate	maintain	remove
collect	invert	prick	stop	exercise	manipulate	suture
combine	label	puncture	stopper	illustrate	operate	
copy	lyse	record	streak			
dilute	mark	repeat	tilt			
dispose	measure	rinse	titrate			
drain	mix	scrape	transfer			
draw	mount	seal	use			
duplicate	obtain	select	wash			
emulsify	pass	set up	wipe			

### Affective domain

Accept	Initiate	Read
Adopt	Investigate	Realize
Advocate	Join	Recommend
Annotate	Keep (preserve)	Reflect
Ask	Obey	Reject
Attempt	Object	Seek
Attend	Offer	Select
Challenge	Organize	Specify
Choose	Participate	Share
Consult	Persevere	Suggest
Delay	Propose	Support
Design	Promote	Test
Dispute	Qualify	Try
Evaluate	Query	Visit
Exemplify	Questions	Volunteer
		Weigh (judge)

## Annex IV

### Revised Bloom's Taxonomy Action Verbs

I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<ul style="list-style-type: none"> <li>Choose</li> <li>Define</li> <li>Find</li> <li>How</li> <li>Label</li> <li>List</li> <li>Match</li> <li>Name</li> <li>Omit</li> <li>Recall</li> <li>Relate</li> <li>Select</li> <li>Show</li> <li>Spell</li> <li>Tell</li> <li>What</li> <li>When</li> <li>Where</li> <li>Which</li> <li>Who</li> <li>Why</li> </ul>	<ul style="list-style-type: none"> <li>Classify</li> <li>Compare</li> <li>Contrast</li> <li>Demonstrate</li> <li>Explain</li> <li>Extend</li> <li>Illustrate</li> <li>Infer</li> <li>Interpret</li> <li>Outline</li> <li>Relate</li> <li>Rephrase</li> <li>Show</li> <li>Summarize</li> <li>Translate</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Build</li> <li>Choose</li> <li>Construct</li> <li>Develop</li> <li>Experiment with</li> <li>Identify</li> <li>Interview</li> <li>Make use of</li> <li>Model</li> <li>Organize</li> <li>Plan</li> <li>Select</li> <li>Solve</li> <li>Utilize</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Assume</li> <li>Categorize</li> <li>Classify</li> <li>Compare</li> <li>Conclusion</li> <li>Contrast</li> <li>Discover</li> <li>Dissect</li> <li>Distinguish</li> <li>Divide</li> <li>Examine</li> <li>Function</li> <li>Inference</li> <li>Inspect</li> <li>List</li> <li>Motive</li> <li>Relationships</li> <li>Simplify</li> <li>Survey</li> <li>Take part in</li> <li>Test for</li> <li>Theme</li> </ul>	<ul style="list-style-type: none"> <li>Agree</li> <li>Appraise</li> <li>Assess</li> <li>Award</li> <li>Choose</li> <li>Compare</li> <li>Conclude</li> <li>Criteria</li> <li>Criticize</li> <li>Decide</li> <li>Deduct</li> <li>Defend</li> <li>Determine</li> <li>Disprove</li> <li>Estimate</li> <li>Evaluate</li> <li>Explain</li> <li>Importance</li> <li>Influence</li> <li>Interpret</li> <li>Judge</li> <li>Justify</li> <li>Mark</li> <li>Measure</li> <li>Opinion</li> <li>Perceive</li> <li>Prioritize</li> <li>Prove</li> <li>Rate</li> <li>Recommend</li> <li>Rule on</li> <li>Select</li> <li>Support</li> <li>Value</li> </ul>	<ul style="list-style-type: none"> <li>Adapt</li> <li>Build</li> <li>Change</li> <li>Choose</li> <li>Combine</li> <li>Compile</li> <li>Compose</li> <li>Construct</li> <li>Create</li> <li>Delete</li> <li>Design</li> <li>Develop</li> <li>Discuss</li> <li>Elaborate</li> <li>Estimate</li> <li>Formulate</li> <li>Happen</li> <li>Imagine</li> <li>Improve</li> <li>Invent</li> <li>Make up</li> <li>Maximize</li> <li>Minimize</li> <li>Modify</li> <li>Original</li> <li>Originate</li> <li>Plan</li> <li>Predict</li> <li>Propose</li> <li>Solution</li> <li>Solve</li> <li>Suppose</li> <li>Test</li> <li>Theory</li> </ul>



