Australian Government

Department of Education, Employment and Workplace Relations

SFI11 Seafood Industry Training Package

Release: 1.0

CONTENTS

AgriFood Skills Australia

Modification History

Version Modification History

Version	Release Date	Comments
1	22 July 2011	Primary release

Training Package Details

Training Package Details

Training Package Code:	SFI11
Training Package Name:	Seafood Industry Training Package
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Training Package Volume Number	Training Package Volume Name
1	Introduction, Qualifications Framework, and Assessment Guidelines

Training Package Volume Number	Training Package Volume Name
2	Units of Competency
3	Imported Units of Competency

Training Package Volume Number	Training Package Volume Description
1	The material contained within this volume is part of the endorsed components of SFI11 Seafood Industry Training Package, including the Qualifications Framework and Assessment Guidelines. This volume should not be used in isolation; users will need to ensure they have access to the information contained within the companion volumes, which are: Volume 2 – Units of Competency Volume 3 – Imported Units of Competency
2	The material contained within this volume is part of the endorsed components of SFI11 Seafood Industry Training Package and includes the Units of Competency. This volume should not be used in isolation; users will need to ensure they have access to the information contained within the companion volumes, which are: Volume 1 – Introduction, Qualifications Framework and Assessment Guidelines Volume 3 – Imported Units of Competency
3	The material contained within this volume is part of the endorsed components of SFI11 Seafood Industry Training Package and includes the Imported Units of Competency. This volume should not be used in isolation, users will need to ensure they have access to the information contained within the companion volumes, which are: Volume 1 – Introduction, Qualifications Framework and Assessment Guidelines Volume 2 – Units of Competency

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.
Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?
The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?
Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?
Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components
Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.
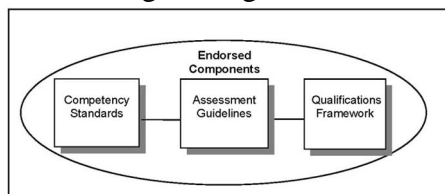
Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.
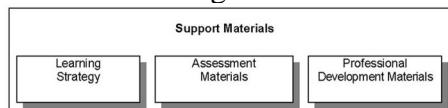
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title**.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example XYZ10108. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in SFIAQUA102B
- the first three characters signify the Training Package – SFI11 Seafood Industry – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An 'A' at the end of the code indicates that this is the original unit of competency. 'B', or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example: SFI26011 Certificate II in Seafood Industry (Sales and Distribution)

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example: SFIAQUA102B Carry out basic aquaculture activities

Introduction to the Training Package

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1 – check whether this is the latest version by going to the National Training Information Service (*www.ntis.gov.au*) and locating information about the Training Package. Alternatively, contact www.agrifoodskills.net.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version Release Date Comments

1   22 July 2011   Primary Release

History

History
SFI11 Seafood Industry Training Package replaces and supersedes SFI04 Seafood Industry Training Package.

Mapping to Previous Training Package

Mapping to Previous Training Package

Mapping of qualifications SFI04 to SFI11

SFI04 Qualification	SFI11 Qualification	Changes	Relationship
SFI10104 Certificate I in Seafood Industry (Aquaculture)	SFI10111 Certificate I in Aquaculture	Required units remains at 8 Increased flexibility in unit selection	E
SFI20104 Certificate II in Seafood Industry (Aquaculture)	SFI20111 Certificate II in Aquaculture	Minimum number of units reduced from 19 to 15 Increased flexibility in unit selection	E
SFI30104 Certificate III in Seafood Industry (Aquaculture)	SFI30111 Certificate III in Aquaculture	Minimum number of units reduced from 21 to 18 Increased flexibility in unit selection	E
SFI40104 Certificate IV in Seafood Industry (Aquaculture)	SFI40111 Certificate IV in Aquaculture	Minimum number of units reduced from 21 to 20 Increased flexibility in unit selection	E
SFI50104 Diploma of Seafood Industry (Aquaculture)	SFI50111 Diploma of Aquaculture	Minimum number of units reduced from 23 to 21 Increased flexibility in	E

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		unit selection	
SFI10204 Certificate I in Seafood Industry (Fishing Operations)	SFI10211 Certificate I in Fishing Operations	Required units remains at 8 Increased flexibility in unit selection	E
SFI20204 Certificate II in Seafood Industry (Fishing Operations)	SFI20211 Certificate II in Fishing Operations	Minimum number of units reduced from 19 to 15 Increased flexibility in unit selection	E
SFI31204 Certificate III in Seafood Industry (Fishing Operations)	SFI30211 Certificate III in Fishing Operations	Minimum number of units reduced from 21 to 18 Increased flexibility in unit selection	E
SFI32204 Certificate III in Fishing Operations – Marine Engine Driver II	SFI30211 Certificate III in Fishing Operations	Minimum number of units reduced from 21 to 18 Increased flexibility in unit selection	E
SFI33204 Certificate III in Fishing Operations – Master V/Skipper 3	SFI30211 Certificate III in Fishing Operations	Minimum number of units reduced from 21 to 18 Increased flexibility in unit selection	E
SFI41204 Certificate IV in Seafood Industry (Fishing Operations)	SFI40211 Certificate IV in Fishing Operations	Minimum number of units reduced from 21 to 20 Increased flexibility in unit selection	E
SFI42204 Certificate IV in Seafood Industry (Fishing Operations – Marine Engine Driver I)	SFI40211 Certificate IV in Fishing Operations	Minimum number of units reduced from 21 to 20 Increased flexibility in unit selection	E
SFI50204 Diploma of Seafood Industry (Fishing Operations)	SFI50211 Diploma of Fishing Operations	Minimum number of units reduced from 23 to 21 Increased flexibility in unit selection	E
SFI30304 Certificate III in Seafood Industry (Fishing Charter Operations)		Qualification has been withdrawn and replaced with a Limited Fishing Charter Operator Skill	

		Set	
SFI50304 Diploma of Seafood Industry (Fishing Charter Operations)		Qualification has been withdrawn and replaced with an Extended Fishing Charter Operator Skill Set	
SFI30705 Certificate III in Seafood Industry (Environmental Management Support)	SFI30311 Certificate III in Seafood Industry (Environmental Management Support)	Minimum number of units reduced from 21 to 18 Increased flexibility in unit selection	E
SFI40705 Certificate IV in Seafood Industry (Environmental Management)	SFI40311 Certificate IV in Seafood Industry (Environmental Management)	Minimum number of units reduced from 21 to 20 Increased flexibility in unit selection	E
SFI20404 Certificate II in Seafood Industry (Fisheries Compliance Support)	SFI20411 Certificate II in Fisheries Compliance Support	Minimum number of units reduced from 19 to 15 Increased flexibility in unit selection	E
SFI30404 Certificate III in Seafood Industry (Fisheries Compliance)	SFI30411 Certificate III in Fisheries Compliance	Minimum number of units reduced from 21 to 16 Significant changes to the units available, and their AQF level	E
SFI40404 Certificate IV in Seafood Industry (Fisheries Compliance)	SFI40411 Certificate IV in Fisheries Compliance	Minimum number of units reduced from 21 to 20 Significant changes to the units available, and their AQF level	N
SFI50404 Diploma of Seafood Industry (Fisheries Compliance)	SFI50411 Diploma of Fisheries Compliance	Minimum number of units reduced from 23 to 17 Significant changes to the units available, and their AQF level	N
SFI10504 Certificate I in Seafood Industry (Seafood Processing)	SFI10511 Certificate I in Seafood Processing	Required units remains at 8 Increased flexibility in unit selection	E
SFI20504 Certificate II in	SFI20511 Certificate II	Minimum number of	E

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Seafood Industry (Seafood Processing)	in Seafood Processing	units reduced from 19 to 15 Increased flexibility in unit selection	
SFI30504 Certificate III in Seafood Industry (Seafood Processing)	SFI30511 Certificate III in Seafood Processing	Minimum number of units reduced from 21 to 18 Increased flexibility in unit selection	E
SFI40504 Certificate IV in Seafood Industry (Seafood Processing)	SFI40511 Certificate IV in Seafood Processing	Minimum number of units reduced from 21 to 20 Increased flexibility in unit selection	E
SFI50504 Diploma of Seafood Industry (Seafood Processing)	SFI50511 Diploma of Seafood Processing	Minimum number of units reduced from 23 to 21 Increased flexibility in unit selection	E
SFI20604 Certificate II in Seafood Industry (Sales and Distribution)	SFI20611 Certificate II in Seafood Industry (Sales and Distribution)	Minimum number of units reduced from 19 to 15 Increased flexibility in unit selection	E
SFI30604 Certificate III in Seafood Industry (Sales and Distribution)	SFI30611 Certificate III in Seafood Industry (Sales and Distribution)	Minimum number of units reduced from 21 to 18 Increased flexibility in unit selection	E
SFI40604 Certificate IV in Seafood Industry (Sales and Distribution)	SFI40611 Certificate IV in Seafood Industry (Sales and Distribution)	Minimum number of units reduced from 21 to 20 Increased flexibility in unit selection	E

Mapping of units of competency from SFI04 to SFI11

SFI04 CODE	SFI04 TITLE	SFI11 CODE	SFI11 TITLE	Equivalence	Comments
SFICORE101 B	Apply basic food handling and safety practices	SFICORE101 C	Apply basic food handling and safety practices	E	Employability skills and licensing statements added; minor rewording; template

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					changes
SFICORE103 B	Communicate in the seafood industry	SFICORE103 C	Communicate in the seafood industry	E	Employability skills and licensing statements added; minor rewording; template changes
SFICORE105 A	Work effectively in the seafood industry	SFICORE105 B	Work effectively in the seafood industry	E	Employability skills and licensing statements added; minor rewording; template changes
SFICORE106 A	Meet workplace OHS requirements	SFICORE106 B	Meet workplace OHS requirements	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA102 A	Carry out basic aquaculture activities	SFIAQUA102 B	Carry out basic aquaculture activities	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA201 B	Collect broodstock and seedstock	SFIAQUA201 C	Collect broodstock and seedstock	E	Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes
SFIAQUA205	Feed stock	SFIAQUA205	Feed stock	E	Employability

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B		C			skills and licensing statements added; minor rewording; template changes
SFIAQUA206 B	Handle stock	SFIAQUA206 C	Handle stock	E	Employability skills and licensing statements added; minor rewording; holding structure added to scope; template changes
SFIAQUA209 B	Manipulate stock culture environment	SFIAQUA209 C	Manipulate stock culture environment	E	Employability skills and licensing statements added; minor rewording; holding environment added to scope; template changes
SFIAQUA211 B	Undertake routine maintenance of water supply and disposal systems and structures	SFIAQUA211 C	Undertake routine maintenance of water supply and disposal systems and structures	E	Employability skills and licensing statements added; minor rewording; culture or holding environment added to scope; template changes
SFIAQUA212 B	Work with crocodiles	SFIAQUA212 C	Work with crocodiles	E	Employability skills and licensing statements added; minor

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					rewording; template changes
SFIAQUA213 B	Monitor stock and environmental conditions	SFIAQUA213 C	Monitor stock and environmental conditions	E	Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes
SFIAQUA214 A	Produce algal or live-feed cultures	SFIAQUA214 B	Produce algal or live-feed cultures	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA215 A	Carry out on-farm post-harvest operations	SFIAQUA215 B	Carry out on-farm post-harvest operations	E	Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes
SFIAQUA216 A	Harvest aquacultured stock	SFIAQUA216 B	Harvest cultured or held stock	E	Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes
SFIAQUA217 A	Maintain stock culture and	SFIAQUA217 B	Maintain stock culture,	E	Employability skills and

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	other farm structures		holding and other farm structures		licensing statements added; minor rewording; holding structure added to scope; template changes
SFIAQUA218 A	Control predators, pests and diseases	SFIAQUA221 A	Control predators and pests	N	Unit deleted and split into SFIAQUA221 A Control predators and pests, and SFIAQUA222 A Control diseases
SFIAQUA218 A	Control predators, pests and diseases	SFIAQUA222 A	Control diseases	N	Unit deleted and split into SFIAQUA221 A Control predators and pests, and SFIAQUA222 A Control diseases
SFIAQUA219 A	Operate and maintain high technology water treatment components	SFIAQUA219 B	Operate and maintain high technology water treatment components	E	Employability skills and licensing statements added; minor rewording; holding environment added to scope; template changes
		SFIAQUA220 A	Use waders		New unit
SFIAQUA301 B	Oversee and undertake effluent and waste treatment and disposal	SFIAQUA301 C	Oversee and undertake effluent and waste treatment and disposal	E	Employability skills and licensing statements added; minor rewording;

					template changes
SFIAQUA302 B	Construct or install stock culture structures and farm structures	SFIAQUA302 C	Construct or install stock culture, holding and farm structures	E	Employability skills and licensing statements added; minor rewording; holding structures added to scope; template changes
SFIAQUA303 B	Coordinate stock handling activities	SFIAQUA303 C	Coordinate stock handling activities	E	Employability skills and licensing statements added; minor rewording; held species added to scope; template changes
SFIAQUA305 B	Optimise feed uptake			N	Unit deleted, replaced by new unit SFIAQUA318 A Coordinate feed activities, withless elements.
SFIAQUA308 B	Maintain water quality and environmental monitoring	SFIAQUA308 C	Maintain water quality and environmental monitoring	E	Employability skills and licensing statements added; minor rewording; held species added to scope; template changes
SFIAQUA309 B	Oversee harvest and post-harvest activities	SFIAQUA309 C	Oversee harvest and post-harvest activities	E	Employability skills and licensing statements added; minor

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					rewording; held species added to scope; template changes
SFIAQUA310 B	Oversee emergency procedures in an aquacultural enterprise			N	Unit deleted, replaced by SFIAQUA315 A Oversee emergency procedures for on-land operations
SFIAQUA311 A	Oversee production and maintain algal or live-feed cultures	SFIAQUA311 B	Oversee production and maintain algal or live-feed cultures	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA312 A	Oversee the control of pests, predators and diseases			N	Unit deleted and split into SFIAQUA316 A Oversee the control of predators and pests and SFIAQUA317 A Oversee the control of diseases
SFIAQUA313 A	Oversee operations of high technology water treatment components	SFIAQUA313 B	Oversee operations of high technology water treatment components	E	Employability skills and licensing statements added; minor rewording; culture or holding structure added to scope; template changes
		SFIAQUA314 A	Support hatchery		New unit

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			operations		
		SFIAQUA315 A	Oversee emergency procedures for on-land operations	N	New unit based on SFIAQUA310 B, focus is now on on-land seafood operations
		SFIAQUA316 A	Oversee the control of predators and pests	N	New unit based on SFIAQUA312 A, focus is on predators and pests
		SFIAQUA317 A	Oversee the control of diseases	N	New unit based on SFIAQUA312 A, focus is on diseases
		SFIAQUA318 A	Coordinate feed activities	N	New unit based on SFIAQUA305 B/ Elements and performance criteria have changed.
SFIAQUA401 B	Develop and implement a stock health program	SFIAQUA401 C	Develop and implement a stock health program	E	Employability skills and licensing statements added; minor rewording; ornamental and holding facilities added to scope; template changes
SFIAQUA402 B	Coordinate construction or installation of stock culture and farm structures	SFIAQUA402 C	Coordinate construction or installation of stock culture, holding and farm structures	E	Employability skills and licensing statements added; minor rewording;

					ornamental and holding facilities added to scope; template changes
SFIAQUA404B	Operate hatchery	SFIAQUA404C	Operate hatchery	E	Employability skills and licensing statements added; minor rewording; ornamental sector added to scope; template changes
SFIAQUA405B	Develop emergency procedures for an aquaculture enterprise	SFIAQUA412A	Develop emergency procedures for on-land operations	N	Unit replaced by SFIAQUA412A Develop emergency procedures for on land operations
SFIAQUA406B	Seed and harvest round pearls	SFIAQUA406C	Seed and harvest round pearls	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA407B	Coordinate sustainable aquacultural practices	SFIAQUA407C	Coordinate sustainable aquacultural practices	E	Employability skills and licensing statements added; minor rewording; ornamental and holding facilities added to scope; template changes
SFIAQUA408	Supervise	SFIAQUA408	Supervise	E	Employability

B	harvest and post-harvest activities	C	harvest and post-harvest activities		skills and licensing statements added; minor rewording; held stock added to scope; template changes
SFIAQUA409A	Implement, monitor and review stock production	SFIAQUA409B	Implement, monitor and review stock production	E	Employability skills and licensing statements added; minor rewording; held species added to scope; template changes
SFIAQUA410A	Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components	SFIAQUA410B	Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components	E	Employability skills and licensing statements added; minor rewording; holding tanks added to scope; template changes
		SFIAQUA411A	Manage water quality and environmental monitoring in enclosed systems		New unit
SFIAQUA501B	Develop a stock nutrition program	SFIAQUA501C	Develop a stock nutrition program	E	Employability skills and licensing statements added; minor rewording; holding environments added to scope;

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					template changes
SFIAQUA502 B	Develop and implement an aquaculture breeding strategy	SFIAQUA502 C	Develop and implement an aquaculture breeding strategy	E	Employability skills and licensing statements added; minor rewording; ornamental enterprise added to scope; template changes
SFIAQUA503 B	Establish an aquacultural enterprise	SFIAQUA503 C	Establish an aquacultural enterprise	E	Employability skills and licensing statements added; minor rewording; ornamental enterprise added to scope; template changes
SFIAQUA504 B	Plan ecologically sustainable aquacultural practices	SFIAQUA504 C	Plan environmentall y sustainable aquacultural practices	E	Employability skills and licensing statements added; minor rewording; ornamental practices added to scope; template changes
SFIAQUA505 B	Plan stock health management	SFIAQUA505 C	Plan stock health management	E	Employability skills and licensing statements added; minor rewording; template changes
SFIAQUA507 B	Plan and design water supply and	SFIAQUA507 C	Plan and design water supply and	E	Employability skills and licensing

	disposal systems		disposal systems		statements added; minor rewording; template changes
SFIAQUA508B	Plan and design stock culture systems and structures	SFIAQUA508C	Plan and design stock culture or holding systems and structures	E	Employability skills and licensing statements added; minor rewording; holding facilities added to scope; template changes
SFIAQUA509A	Develop stock production plan	SFIAQUA509B	Develop stock production plan	E	Employability skills and licensing statements added; minor rewording; ornamental enterprise added to scope; template changes
SFIAQUA510A	Select, plan or design a system or facility utilising high technology water treatment components	SFIAQUA510B	Select, plan or design a system or facility utilising high technology water treatment components	E	Employability skills and licensing statements added; minor rewording; holding facilities added to scope; template changes
SFICOMP201A	Undertake a local operation	SFICOMP201B	Undertake a local operation	E	Employability skills and licensing statements added; minor rewording; template changes

SFICOMP202 A	Conduct field observations	SFICOMP202 B	Conduct field observations	E		Employability skills and licensing statements added; minor rewording; template changes
SFICOMP203 A	Promote sustainable use of local marine and freshwater environments	SFICOMP203 B	Promote sustainable use of local marine and freshwater environments	E		Employability skills and licensing statements added; minor rewording; template changes
SFICOMP204 A	Present evidence in a court setting	SFICOMP204 B	Present evidence in a court setting	E		Employability skills and licensing statements added; minor rewording; template changes
SFICOMP205 A	Communicate effectively in cross-cultural environments	SFICOMP205 B	Communicate effectively in cross-cultural environments	E		Employability skills and licensing statements added; minor rewording; template changes
SFICOMP302 B	Exercise compliance powers	SFICOMP302 C	Exercise compliance powers	E		Employability skills and licensing statements added; minor rewording; template changes
SFICOMP306 B	Implement aquaculture compliance	SFICOMP411 A	Implement aquaculture compliance	N		Unit deleted and replaced by SFICOMP411 A, with additional

					requirements at AQF 4
SFICOMP308 B	Monitor fish catches for legal compliance	SFICOMP308 C	Monitor fish catches for legal compliance	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP309 B	Operate in remote areas	SFICOMP412 A	Operate in remote areas	N	Unit deleted and replaced by SFICOMP412 A with additional requirements at AQF 4
SFICOMP310 B	Operate off-road vehicles	SFICOMP310 C	Operate off-road vehicles	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP311 B	Operate vehicles on-road				Unit deleted
SFICOMP313 B	Promote fisheries management awareness programs	SFICOMP410 A	Promote fisheries management awareness programs	N	Unit deleted and replaced by SFICOMP410 A, with additional requirements at AQF 4
SFICOMP314 B	Undertake patrol operations	SFICOMP409 A	Plan and undertake patrol operations	N	Unit deleted and replaced by SFICOMP409 A with additional requirements at AQF 4

		SFICOMP315 A	Support the judicial process		New unit, replaces previously imported PUALAW003 A and PUAPOL009A with reduced requirements
		SFICOMP316 A	Gather, collate and record information		New unit, replaces previously imported PUAPOL004A with reduced requirements
		SFICOMP317 A	Facilitate effective communication in the workplace		New unit, replaces previously imported PUAPOL006A with reduced requirements
		SFICOMP318 A	Perform administrative duties		New unit, replaces previously imported PUAPOL010A with reduced requirements
SFICOMP401 B	Administer the district office	SFICOMP401 C	Administer the district office	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP402 B	Plan the surveillance operation	SFICOMP402 C	Plan the surveillance operation	E	Employability skills and licensing statements added; minor rewording; template

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					changes
SFICOMP403 B	Operate and maintain surveillance equipment	SFICOMP403 C	Operate and maintain surveillance equipment	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP404 B	Operate an observation post	SFICOMP404 C	Operate an observation post	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP405 B	Perform post-surveillance duties	SFICOMP405 C	Perform post-surveillance duties	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP406 B	Perform mobile surveillance	SFICOMP406 C	Perform mobile surveillance	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP407 B	Undertake prosecution procedures for magistrate's court	SFICOMP407 C	Undertake prosecution procedures for magistrate's court	E	Employability skills and licensing statements added; minor rewording; template changes
		SFICOMP413 A	Maintain operational safety		New unit, replaces previously imported

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					PUAPOL005A with reduced requirements
		SFICOMP414A	Manage own professional performance		New unit, replaces previously imported PUAPOL011A with reduced requirements
		SFICOMP415A	Board vessel at sea		New unit
SFICOMP501B	Conduct an investigative audit	SFICOMP501C	Conduct an investigative audit	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP502B	Contribute to fisheries management	SFICOMP502C	Contribute to fisheries management	E	Employability skills and licensing statements added; minor rewording; template changes
SFICOMP503B	Undertake the prosecution in a trial	SFICOMP503C	Undertake the prosecution in a trial	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIST201B	Prepare, cook and retail seafood products	SFIDIST201C	Prepare, cook and retail seafood products	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIST202B	Retail fresh,	SFIDIST202C	Retail fresh,	E	Employability

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	frozen and live seafood		frozen and live seafood		skills and licensing statements added; minor rewording; template changes
SFIDIST301B	Wholesale product	SFIDIST301C	Wholesale product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIST401B	Buy seafood product	SFIDIST401C	Buy seafood product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIST501B	Export product	SFIDIST501C	Export product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIST502B	Import product	SFIDIST502C	Import product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE301A	Work effectively as a diver in the seafood industry	SFIDIVE301B	Work effectively as a diver in the seafood industry	E	Employability skills and licensing statements added; minor rewording; template

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					changes
SFIDIVE302 A	Perform diving operations using surface-supplied breathing apparatus	SFIDIVE302 B	Perform diving operations using surface-supplied breathing apparatus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE303 A	Perform diving operations using self-contained underwater breathing apparatus	SFIDIVE303 B	Perform diving operations using self-contained underwater breathing apparatus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE304 A	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus	SFIDIVE304 B	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE305 A	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus	SFIDIVE305 B	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE306 A	Perform compression chamber diving operations	SFIDIVE306 B	Perform compression chamber diving operations	E	Employability skills and licensing statements added; minor rewording; template changes
SFIDIVE307	Perform	SFIDIVE307	Perform	E	Employability

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A	underwater work in the aquaculture sector	B	underwater work in the aquaculture sector		skills and licensing statements added; minor rewording; template changes
SFIDIVE308 A	Perform underwater work in the wild catch sector	SFIDIVE308 B	Perform underwater work in the wild catch sector	E	Employability skills and licensing statements added; minor rewording; template changes
SFIEMS201A	Participate in environmentally sustainable work practices	SFIEMS201B	Participate in environmentally sustainable work practices	E	Employability skills and licensing statements added; minor rewording; template changes
SFIEMS301A	Implement and monitor environmentally sustainable work practices	SFIEMS301B	Implement and monitor environmentally sustainable work practices	E	Employability skills statement added; minor rewording; template changes
SFIEMS302A	Act to prevent interaction with protected species	SFIEMS302B	Act to prevent interaction with protected species	E	Employability skills and licensing statements added; minor rewording; template changes
SFIEMS401A	Conduct an internal audit of an environmental management system	SFIEMS401B	Conduct an internal audit of an environmental management system	E	Employability skills and licensing statements added; minor rewording; template changes

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SFIEMS501A	Develop workplace policy for sustainability	SFIEMS501B	Develop workplace policy for sustainability	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFCHA301B	Develop information and advice on fishing charter trips	SFIFCHA301C	Develop information and advice on fishing charter trips	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFCHA302B	Operate an inshore day charter	SFIFCHA302C	Operate an inshore day charter	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFCHA501B	Plan and manage extended fishing charter trips	SFIFCHA501C	Plan and manage extended fishing charter trips	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH201B	Provide support for diving operations	SFIFISH201C	Provide support for diving operations	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH202B	Cook on board a vessel	SFIFISH202C	Cook on board a vessel	E	Employability skills and licensing statements added; minor rewording;

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					template changes
SFIFISH203B	Maintain, prepare, deploy and retrieve trawls to land catch	SFIFISH203C	Maintain, prepare, deploy and retrieve trawls to land catch	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH204B	Maintain, prepare, deploy and retrieve pots and traps to land catch	SFIFISH204C	Maintain, prepare, deploy and retrieve pots and traps to land catch	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH205B	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch	SFIFISH205C	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH206B	Maintain, prepare, deploy and retrieve hand operated lines to land catch	SFIFISH206C	Maintain, prepare, deploy and retrieve hand operated lines to land catch	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH207B	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch	SFIFISH207C	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH208B	Maintain, prepare, deploy and retrieve	SFIFISH208C	Maintain, prepare, deploy and retrieve	E	Employability skills and licensing

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	purse seines to land catch		purse seines to land catch		statements added; minor rewording; template changes
SFIFISH209B	Maintain the temperature of seafood	SFIFISH209C	Maintain the temperature of seafood	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH210B	Assemble and repair damaged netting	SFIFISH210C	Assemble and repair damaged netting	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH214A	Contribute to at-sea processing of seafood	SFIFISH214B	Contribute to at-sea processing of seafood	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH215A	Apply deckhand skills aboard a fishing vessel	SFIFISH215B	Apply deckhand skills aboard a fishing vessel	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH301B	Adjust and position trawls	SFIFISH310A	Adjust and position fishing gear	N	Unit deleted. Merged into new unit SFIFISH310A Adjust and position fishing gear
SFIFISH302B	Adjust and	SFIFISH310A	Adjust and	N	Unit deleted.

	position pots and traps		position fishing gear		Merged into new unit SFIFISH310A Adjust and position fishing gear
SFIFISH303B	Adjust and position drop lines and long lines	SFIFISH310A	Adjust and position fishing gear	N	Unit deleted. Merged into new unit SFIFISH310A Adjust and position fishing gear
SFIFISH304B	Adjust and position hand operated lines	SFIFISH310A	Adjust and position fishing gear	N	Unit deleted. Merged into new unit SFIFISH310A Adjust and position fishing gear
SFIFISH305B	Adjust and position beach seines, mesh nets or gill nets	SFIFISH310A	Adjust and position fishing gear	N	Unit deleted. Merged into new unit SFIFISH310A Adjust and position fishing gear
SFIFISH306B	Adjust and position purse seines	SFIFISH310A	Adjust and position fishing gear	N	Unit deleted. Merged into new unit SFIFISH310A Adjust and position fishing gear
SFIFISH307B	Perform breath hold diving operations	SFIFISH307C	Perform breath-hold diving operations	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH309A	Construct nets and customise design	SFIFISH309B	Construct nets and customise design	E	Employability skills and licensing

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					statements added; minor rewording; template changes
		SFIFISH311A	Operate vessel deck machinery and lifting appliance		New unit
SFIFISH401B	Locate fishing grounds and stocks of fish	SFIFISH401C	Locate fishing grounds and stocks of fish	E	Employability skills and licensing statements added; minor rewording; template changes
SFIFISH402B	Manage and control fishing operations	SFIFISH402C	Manage and control fishing operations	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD401A	Develop and promote knowledge of the industry sector	SFILEAD401B	Develop and promote knowledge of the industry sector	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD402A	Negotiate effectively for the sector	SFILEAD402B	Negotiate effectively for the sector	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD403A	Demonstrate commitment and	SFILEAD403B	Demonstrate commitment and	E	Employability skills and licensing

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	professionalism		professionalism		statements added; minor rewording; template changes
SFILEAD404 A	Provide expert information to a Management Advisory Committee	SFILEAD407 A	Provide expert information to a resource management group	E	Unit deleted replaced by new unit SFILEAD407 A Provide expert information to a resource management group
SFILEAD405 A	Analyse information to develop strategic fisheries management options within the Management Advisory Committee	SFILEAD408 A	Analyse information to develop strategic seafood management options	E	Unit deleted, replaced by new unit SFILEAD408 A Analyse information to develop strategic seafood management options
SFILEAD406 A	Negotiate collective outcomes within the Management Advisory Committee process	SFILEAD409 A	Negotiate collective outcomes within the resource management group process	E	Unit deleted replaced by new unit SFI409A Negotiate collective outcomes within the resource management group process.
SFILEAD501 B	Develop and promote industry knowledge	SFILEAD501 C	Develop and promote industry knowledge	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD502	Shape strategic	SFILEAD502	Shape strategic	E	Employability

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B	thinking	C	thinking		skills and licensing statements added; minor rewording; template changes
SFILEAD503 B	Cultivate productive working relationships	SFILEAD503 C	Cultivate productive working relationships	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD504 B	Plan and achieve change and results	SFILEAD504 C	Plan and achieve change and results	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD505 B	Communicate with influence	SFILEAD505 C	Communicate with influence	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD506 B	Demonstrate personal drive and integrity	SFILEAD506 C	Demonstrate personal drive and integrity	E	Employability skills and licensing statements added; minor rewording; template changes
SFILEAD507 B	Provide corporate leadership	SFILEAD507 C	Provide corporate leadership	E	Employability skills and licensing statements added; minor rewording; template

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					changes
SFIOBSV301A	Monitor and record fishing operations	SFIOBSV301B	Monitor and record fishing operations	E	Employability skills and licensing statements added; minor rewording; template changes
SFIOBSV302A	Collect reliable scientific data and samples	SFIOBSV302B	Collect reliable scientific data and samples	E	Employability skills and licensing statements added; minor rewording; template changes
SFIOBSV303A	Collect routine fishery management data	SFIOBSV303B	Collect routine fishery management data	E	Employability skills and licensing statements added; minor rewording; template changes
SFIOBSV304A	Analyse and report on-board observations	SFIOBSV304B	Analyse and report onboard observations	E	Employability skills and licensing statements added; minor rewording; template changes
SFIOHS301B	Implement OHS policies and guidelines	SFIOHS301C	Implement OHS policies and guidelines	E	Employability skills and licensing statements added; minor rewording; template changes
SFIOHS501B	Establish and maintain the enterprise OHS program	SFIOHS501C	Establish and maintain the enterprise OHS program	E	Employability skills and licensing statements

					added; minor rewording; template changes
SFIPROC101 B	Clean fish	SFIPROC101 C	Clean fish	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC102 B	Clean work area	SFIPROC102 C	Clean work area	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC105 A	Fillet fish and prepare portions	SFIPROC105 B	Fillet fish and prepare portions	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC106 A	Work with knives	SFIPROC106 B	Work with knives	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC201 B	Head and peel crustaceans	SFIPROC201 C	Head and peel crustaceans	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC202	Process squid,	SFIPROC202	Process squid,	E	Employability

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B	cuttlefish and octopus	C	cuttlefish and octopus		skills and licensing statements added; minor rewording; template changes
SFIPROC203 B	Shuck molluscs	SFIPROC203 C	Shuck molluscs	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC302 B	Handle and pack sashimi-grade fish	SFIPROC302 C	Handle and pack sashimi-grade fish	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC304 A	Boil and pack crustaceans	SFIPROC304 B	Boil and pack crustaceans	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC305 A	Slaughter and process crocodiles	SFIPROC305 B	Slaughter and process crocodiles	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC401 B	Evaluate a batch of seafood	SFIPROC401 C	Evaluate a batch of seafood	E	Employability skills and licensing statements added; minor rewording; template

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					changes
SFIPROC402 B	Maintain hygiene standards while servicing a food-handling area	SFIPROC402 C	Maintain hygiene standards while servicing a food handling area	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC403 B	Follow basic food safety practices	SFIPROC403 C	Follow basic food safety practices	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC404 B	Apply and monitor food safety requirements	SFIPROC404 C	Apply and monitor food safety requirements	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC405 B	Oversee the implementation of a food safety program in the workplace	SFIPROC405 C	Oversee the implementation of a food safety program in the workplace	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC406 B	Develop food safety programs	SFIPROC406 C	Develop food safety programs	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC407 B	Conduct food safety audits	SFIPROC407 C	Conduct internal food safety audits	E	Employability skills and licensing statements

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					added; minor rewording; template changes
SFIPROC501 B	Manage seafood processing production unit/s	SFIPROC501 C	Manage seafood processing production units	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC502 B	Produce technical reports on seafood processing systems	SFIPROC502 C	Produce technical reports on seafood processing systems	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC503 B	Analyse seafood packaging requirements	SFIPROC503 C	Analyse seafood packaging requirements	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC504 B	Design and manage a product recall	SFIPROC504 C	Design and manage a product recall	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC601 B	Establish costs and/or conditions for sale of seafood product	SFIPROC601 C	Establish costs and/or conditions for sale of seafood product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC602	Plan and	SFIPROC602	Plan and	E	Employability

B	manage seafood and related product concept development	C	manage seafood and related product concept development		skills and licensing statements added; minor rewording; template changes
SFIPROC603 B	Develop and manage seafood and related product production trials	SFIPROC603 C	Develop and manage seafood and related product production trials	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC604 B	Plan and develop formulations and/or specifications for new seafood product	SFIPROC604 C	Plan and develop formulations and/or specifications for new seafood product	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC606 B	Develop and implement energy control systems in seafood processing environments	SFIPROC606 C	Develop and implement energy control systems in seafood processing environments	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC607 B	Prepare work instructions for new seafood processing tasks	SFIPROC607 C	Prepare work instructions for new seafood processing tasks	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC608 B	Provide practical and/or commercial advice to seafood users	SFIPROC608 C	Provide practical and/or commercial advice to seafood users	E	Employability skills and licensing statements added; minor rewording; template

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					changes
SFIPROC609 B	Monitor the seafood business environment to determine threats and opportunities	SFIPROC609 C	Monitor the seafood business environment to determine threats and opportunities	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC610 B	Establish and manage effective external relationships	SFIPROC610 C	Establish and manage effective external relationships	E	Employability skills and licensing statements added; minor rewording; template changes
SFIPROC611 B	Participate in a media interview or presentation	SFIPROC611 C	Participate in a media interview or presentation	E	Employability skills and licensing statements added; minor rewording; template changes
SFISHIP201B	Comply with organisational and legislative requirements	SFISHIP201C	Comply with organisational and legislative requirements	E	Employability skills and licensing statements added; minor rewording; template changes
SFISHIP202B	Contribute to safe navigation	SFISHIP202C	Contribute to safe navigation	E	Employability skills and licensing statements added; minor rewording; template changes
SFISHIP205B	Maintain marine plant	SFISHIP205C	Maintain marine plant	E	Employability skills and licensing statements

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					added; minor rewording; template changes
SFISHIP206B	Operate a small vessel	SFISHIP206C	Operate a small vessel	E	Employability skills and licensing statements added; minor rewording; template changes
SFISHIP207B	Operate and maintain outboard motors	SFISHIP207C	Operate and maintain outboard motors	E	Employability skills and licensing statements added; minor rewording; template changes
SFISHIP208B	Operate low powered diesel engines	SFISHIP208C	Operate low powered diesel engines	E	Employability skills and licensing statements added; minor rewording; template changes
SFISHIP209B	Operate marine communications equipment				Unit deleted, Refer to TDM07 for current maritime operations units. TDMME507B may be a suitable replacement.
SFISHIP211B	Prepare for maintenance	SFISHIP211C	Prepare for maintenance	E	
SFISHIP213B	Operate Inmarsat C communications equipment				Unit deleted Refer to TDM07 for current

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					maritime operations units
SFISHIP212B	Take emergency action on board a vessel				Unit deleted, Refer to TDM07 for current maritime operations units. TDMMF1107 B, TDMMF5407 A, TDMMF5507 A may be suitable replacements.
SFISHIP301B	Apply emergency procedures on board a ship				Unit deleted, Refer to TDM07 for current maritime operations units. TDMMF1107 B, TDMMF5407 A, TDMMF5507 A may be suitable replacements.
SFISTOR201 B	Prepare and pack stock for live transport	SFISTOR204 A	Prepare, pack and dispatch stock for live transport	N	Unit deleted and replaced by SFISTOR204 A and SFISTOR205 A to accommodate live and non live product in separate units.
SFISTOR201 B	Prepare and pack stock for	SFISTOR205 A	Prepare, pack and dispatch	N	Unit deleted and replaced

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	live transport		non-live product		by SFISTOR204A and SFISTOR205A to accommodate live and non live product in separate units.
SFISTOR202 B	Receive and distribute product	SFISTOR202 C	Receive and distribute product	E	Employability skills and licensing statements added; minor rewording; template changes
SFISTOR203 B	Assemble and load refrigerated product	SFISTOR203 C	Assemble and load refrigerated product	E	Employability skills and licensing statements added; minor rewording; template changes
SFISTOR301 B	Operate refrigerated storerooms	SFISTOR301 C	Operate refrigerated storerooms	E	Employability skills and licensing statements added; minor rewording; template changes

Mapping of imported units

Unit Code	Unit Title	Source Training Package
ACMCAS305A	Maintain aquascapes and aquatic animals	ACM10
ACMCAS403A	Design, construct and maintain aquascapes	ACM10
BSBFIA402A	Report on financial activity	BSB07
RIISAM203A	Use hand and power tools	RII09
RIISAM204A	Operate small plant and equipment	RII09

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RIICCM205A	Carry out manual excavation	RII09
RIICRC208A	Lay pipes	RII09
RIICCM211A	Erect and dismantle temporary fencing and gates	RII09
RIICCM208A	Carry out basic levelling	RII09
RIISAM201A	Handle resources and infrastructure materials and safely dispose of non toxic materials	RII09
BSBITU309A	Produce desktop published documents	BSB07
BSBITU404A	Produce complex desktop published documents	BSB07
BSBFIA302A	Process payroll	BSB07
BSBFIA303A	Process accounts payable and receivable	BSB07
BSBADM407B	Administer projects	BSB07
BSBFIA401A	Prepare financial reports	BSB07
BSBADM502B	Manage meetings	BSB07
BSBADM504B	Plan or review administrative systems	BSB07
BSBFIM502A	Manage payroll	BSB07
BSBATSIC411C	Communicate with the community	BSB07
BSBAUD402B	Participate in a quality audit	BSB07
BSBCMM401A	Make a presentation	BSB07
BSBWOR204A	Use business technology	BSB07
BSBINM201A	Process and maintain workplace information	BSB07
BSBWOR301A	Organise personal work priorities and development	BSB07
BSBINM301A	Organise workplace information	BSB07
BSBITU306A	Design and produce business documents	BSB07
BSBADM311A	Maintain business resources	BSB07
BSBFIA301A	Maintain financial records	BSB07
BSBCUS301A	Deliver and monitor a service to customers	BSB07
BSBINN301A	Promote innovation in a team environment	BSB07
BSBLED401A	Develop teams and individuals	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBADM409A	Coordinate business resources	BSB07
BSBCUS401A	Coordinate implementation of customer service strategies	BSB07
BSBOHS407A	Monitor a safe workplace	BSB07

BSBRSK401A	Identify risk and apply risk management processes	BSB07
BSBPMG510A	Manage projects	BSB07
BSBCUS201A	Deliver a service to customers	BSB07
BSBCUS402A	Address customer needs	BSB07
BSBCUS403A	Implement customer service standards	BSB07
BSBITU305A	Conduct online transactions	BSB07
BSBRKG402B	Provide information from and about records	BSB07
BSBITU203A	Communicate electronically	BSB07
BSBEBU401A	Review and maintain a website	BSB07
BSBEBU501A	Investigate and design e business solutions	BSB07
BSBFLM303C	Contribute to effective workplace relationships	BSB07
BSBFLM306C	Provide workplace information and resourcing plans	BSB07
BSBFLM309C	Support continuous improvement systems and processes	BSB07
BSBFLM311C	Support a workplace learning environment	BSB07
BSBFLM312C	Contribute to team effectiveness	BSB07
BSBMGT401A	Show leadership in the workplace	BSB07
BSBWOR401A	Establish effective workplace relationships	BSB07
BSBMGT402A	Implement operational plan	BSB07
BSBINM401A	Implement workplace information system	BSB07
BSBMGT403A	Implement continuous improvement	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR501B	Manage personal work priorities and professional development	BSB07
BSBMGT515A	Manage operational plan	BSB07
BSBMGT516C	Facilitate continuous improvement	BSB07
BSBINN502A	Build and sustain an innovative work environment	BSB07
BSBLED501A	Develop a workplace learning environment	BSB07
BSBHRM401A	Review human resources functions	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBWRK509A	Manage industrial relations	BSB07
BSBHRM501A	Manage human resources services	BSB07
BSBHRM506A	Manage recruitment selection and induction processes	BSB07

BSBINM501A	Manage an information or knowledge management system	BSB07
BSBITU307A	Develop keyboarding speed and accuracy	BSB07
BSBITS401A	Maintain business technology	BSB07
BSBMGT404A	Lead and facilitate off site staff	BSB07
BSBMGT502B	Manage people performance	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBMGT616A	Develop and implement strategic plans	BSB07
BSBMGT617A	Develop and implement a business plan	BSB07
BSBMGT605B	Provide leadership across the organisation	BSB07
BSBINM601A	Manage knowledge and information	BSB07
BSBMKG413A	Promote products and services	BSB07
BSBPUR401B	Plan purchasing	BSB07
BSBPUR402B	Negotiate contracts	BSB07
BSBPUR501B	Develop, implement and review purchasing strategies	BSB07
BSBPUR502B	Manage supplier relationships	BSB07
BSBPUR504B	Manage a supply chain	BSB07
BSBREL401A	Establish networks	BSB07
BSBRKG304B	Maintain business records	BSB07
BSBRSK501A	Manage risk	BSB07
BSBSMB301A	Investigate micro business opportunities	BSB07
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07
BSBSMB402A	Plan small business finances	BSB07
BSBSMB403A	Market the small business	BSB07
BSBSMB404A	Undertake small business planning	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSMB407A	Manage a small team	BSB07
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07
BSBSUS501A	Develop workplace policy and procedures for	BSB07

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	sustainability	
BSBWOR404B	Develop work priorities	BSB07
BSBWRT401A	Write complex documents	BSB07
CHCCD404D	Develop and implement community programs	CHC08
FDFOP1009A	Follow work procedures to maintain quality	FDF10
FDFOP2063A	Apply quality systems and procedures	FDF10
FDFFS2001A	Implement the food safety program and procedures	FDF10
FDFFS3001A	Monitor the implementation of quality and food safety programs	FDF10
FDFOP2011A	Conduct routine maintenance	FDF10
FDFTEC3001A	Participate in a HACCP team	FDF10
FDFTEC3002A	Implement the pest prevention program	FDF10
FDFOP2013A	Apply sampling procedures	FDF10
FDFPPL3002A	Report on workplace performance	FDF10
FDFPPL3003A	Support and mentor individuals and groups	FDF10
FDFOP2010A	Work with temperature controlled stock	FDF10
FDFOP2019A	Fill and close product in cans	FDF10
FDFOP2023A	Operate a packaging process	FDF10
FDFOP3004A	Operate interrelated processes in a packaging system	FDF10
FDFOP2028A	Operate a mixing or blending process	FDF10
FDFOP1005A	Operate basic equipment	FDF10
FDFOP2036A	Operate an extrusion process	FDF10
FDFOP2040A	Operate a heat treatment process	FDF10
FDFTEC3003A	Apply raw materials, ingredient and process knowledge to production problems	FDF10
FDFOP1006A	Monitor process operation	FDF10
FDFOP2044A	Operate a retort process	FDF10
FDFOP2045A	Operate pumping equipment	FDF10
FDFOP2046A	Operate a production process	FDF10
FDFOP3003A	Operate interrelated processes in a production system	FDF10
FDFOP1007A	Participate effectively in a workplace environment	FDF10
FDFOP2056A	Operate a freezing process	FDF10
FNSACC301A	Process financial transactions and extract interim reports	FNS10

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FNSORG604A	Establish outsourced services and monitor performance	FNS10
FPIFGM3202A	Extract seed	FPI05
FPIFGM2201A	Collect seed	FPI05
FPICOT2233A	Navigate in forest areas	FPI05
HLTFA301B	Apply first aid	HLT07
LGACOM502B	Devise and conduct community consultations	LGA04
MEM18001C	Use hand tools	MEM05
MEM18002B	Use power tools/hand held operations	MEM05
MEM15001B	Perform basic statistical quality control	MEM05
MSACMC210A	Manage the impact of change on own work	MSA07
MSACMC410A	Lead change in a manufacturing environment	MSA07
MSACMC411A	Lead a competitive manufacturing team	MSA07
MSACMC413A	Lead team culture improvement	MSA07
MSACMS200A	Apply competitive manufacturing practices	MSA07
MSACMS201A	Sustain process improvements	MSA07
MSACMS400A	Implement a competitive manufacturing system	MSA07
MSACMS401A	Ensure process improvements are sustained	MSA07
MSACMS405A	Lead a manufacturing team using a balanced score card approach	MSA07
MSACMT221A	Apply Just in Time (JIT) procedures	MSA07
MSACMT230A	Apply cost factors to work practices	MSA07
MSACMT231A	Interpret product costs in terms of customer requirements	MSA07
MSACMT240A	Apply 5S procedures in a manufacturing environment	MSA07
MSACMT250A	Monitor process capability	MSA07
MSACMT251A	Apply quality standards	MSA07
MSACMT260A	Use planning software systems in manufacturing	MSA07
MSACMT261A	Use SCADA systems in manufacturing	MSA07
MSACMT280A	Undertake root cause analysis	MSA07
MSACMT281A	Contribute to the application of a proactive maintenance strategy	MSA07
MSACMT421A	Facilitate a Just in Time (JIT) system	MSA07
MSACMT423A	Monitor a manufacturing levelled pull system	MSA07
MSACMT430A	Improve cost factors in work practices	MSA07

MSACMT432A	Analyse manual handling processes	MSA07
MSACMT440A	Lead 5S in a manufacturing environment	MSA07
MSACMT441A	Facilitate continuous improvement in manufacturing	MSA07
MSACMT450A	Undertake process capability improvements	MSA07
MSACMT451A	Mistake proof a production process	MSA07
MSACMT452A	Apply statistics to processes in manufacturing	MSA07
MSACMT453A	Use six sigma techniques	MSA07
MSACMT460A	Facilitate the use of planning software systems in manufacturing	MSA07
MSACMT461A	Facilitate SCADA systems in a manufacturing team or work area	MSA07
MSACMT482A	Assist in implementing a proactive maintenance strategy	MSA07
MSACMT483A	Support proactive maintenance	MSA07
MSACMC611A	Manage people relationships	MSA07
MSACMS600A	Develop a competitive manufacturing system	MSA07
MSACMT620A	Develop quick changeover procedures	MSA07
MSACMT650A	Determine and improve process capability	MSA07
MSACMT670A	Develop and manage sustainable energy practices	MSA07
MSAPMOPS405A	Identify problems in fluid power system	MSA07
MSAPMOPS406A	Identify problems in electronic control systems	MSA07
MSAPMPER300B	Issue work permits	MSA07
MSAPMSUP390A	Use structured problem solving tools	MSA07
MSAPMSUP310A	Contribute to development of plant documentation	MSA07
MTMCOR402B	Facilitate Quality Assurance process	MTM07
MTMP2002B	Prepare animals for slaughter	MTM07
MTMMP70C	Participate in OH&S risk control process	MTM07
MTMMP72C	Facilitate hygiene and sanitation performance	MTM07
MTMMP77C	Participate in product recall	MTM07
MTMMP83C	Establish sampling program	MTM07
MTMPS5603B	Develop, manage and maintain quality systems	MTM07
MTMPSR406B	Manage and maintain a food safety plan	MTM07
MTMPSR5601B	Design and manage the food safety system	MTM07

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FDFOP2061A	Use numerical applications in the workplace	FDF10
MTMS34C	Prepare product formulations	MTM07
MTMS38C	Smoke product	MTM07
MSAPMSUP303A	Identify equipment faults	MSA07
MSL924001A	Process and interpret data	MSL09
MSL973001A	Perform basic tests	MSL09
MSL933001A	Maintain the laboratory/field workplace fit for purpose	MSL09
PSPETHC301B	Uphold the values and principles of public service	PSP04
PSPETHC401A	Uphold and support the values and principles of public service	PSP04
PSPREG401C	Exercise regulatory powers	PSP04
PSPREG404C	Investigate non-compliance	PSP04
PSPREG409B	Prepare a brief of evidence	PSP04
PSPREG410B	Give evidence	PSP04
PSPREG411A	Gather information through interviews	PSP04
PSPREG418A	Advise on progress of investigations	PSP04
PSPREG502A	Coordinate investigation processes	PSP04
PSPREG415A	Receive and validate data	PSP04
PSPREG412A	Gather and manage evidence	PSP04
PSPREG407B	Produce formal record of interview	PSP04
PSPPOL501A	Develop organisation policy	PSP04
PSPPOL601A	Develop public policy	PSP04
PSPFRAU401B	Monitor data for indicators of fraud	PSP04
PSPLEGN301B	Comply with legislation in the public sector	PSP04
PUAPOL028B	Manage investigation information processes	PUA00
PUATEA001B	Work in a team	PUA00
AHCPGD206A	Conduct visual inspection of park facilities	AHC10
AHCINF202A	Install, maintain and repair fencing	AHC10
AHCINF203A	Maintain properties and structures	AHC10
AHCMOM204A	Undertake operational maintenance of machinery	AHC10
AHCARB205A	Operate and maintain chainsaws	AHC10
AHCMOM205A	Operate vehicles	AHC10
AHCMOM304A	Operate machinery and equipment	AHC10

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AHCMOM202A	Operate tractors	AHC10
AHCPMG201A	Treat weeds	AHC10
AHCPMG202A	Treat plant pests, diseases and disorders	AHC10
AHCCHM201A	Apply chemicals under supervision	AHC10
AHCLSC304A	Erect timber structures and features	AHC10
AHCINF303A	Plan and construct conventional fencing	AHC10
AHCINF301A	Implement property improvement, construction and repair	AHC10
AHCMOM305A	Operate specialised machinery and equipment	AHC10
AHCCHM303A	Prepare and apply chemicals	AHC10
AHCCHM304A	Transport, handle and store chemicals	AHC10
AHCWRK305A	Coordinate work site activities	AHC10
AHCMOM402A	Supervise maintenance of property machinery and equipment	AHC10
AHCCHM401A	Minimise risks in the use of chemicals	AHC10
AHCCHM402A	Plan and implement a chemical use program	AHC10
AHCBUS402A	Cost a project	AHC10
AHCWRK403A	Supervise work routines and staff performance	AHC10
AHCBUS404A	Operate within a budget framework	AHC10
AHCWRK502A	Collect and manage data	AHC10
AHCWRK503A	Prepare reports	AHC10
AHCPCM502A	Collect and classify plants	AHC10
AHCMOM501A	Manage machinery and equipment	AHC10
AHCCHM501A	Develop and manage a chemical use strategy	AHC10
AHCFAU201A	Recognise fauna	AHC10
AHCSAW201A	Conduct erosion and sediment control activities	AHC10
AHCILM201A	Maintain cultural places	AHC10
AHCNAR202A	Maintain wildlife habitat refuges	AHC10
AHCILM203A	Record information about country	AHC10
AHCILM202A	Observe and report plants and/or animals	AHC10
AHCNAR303A	Implement revegetation works	AHC10
AHCVPT303A	Survey pest animals	AHC10
AHCSAW302A	Implement erosion and sediment control measures	AHC10

AHCPMG407A	Monitor and evaluate the local pest management action plan	AHC10
AHCWRK404A	Ensure compliance with pest legislation	AHC10
AHCLPW304A	Carry out inspection of designated area	AHC10
AHCNAR301A	Maintain natural areas	AHC10
AHCNAR302A	Collect and preserve biological samples	AHC10
AHCPMG303A	Maintain biological cultures	AHC10
AHCCCF412A	Coordinate board/committee elections	AHC10
AHCCCF414A	Coordinate fund-raising activities	AHC10
AHCCCF415A	Coordinate social events to support group purposes	AHC10
AHCCCF416A	Present proposed courses of action to meeting	AHC10
AHCCCF413A	Service committees	AHC10
AHCILM303A	Work in an Indigenous community or organisation	AHC10
AHCNAR402A	Plan the implementation of revegetation works	AHC10
AHCSAW401A	Set out conservation earthworks	AHC10
AHCSAW402A	Supervise on-site implementation of conservation earthworks	AHC10
AHCCHM403A	Prepare safe operating procedures for calibration of equipment	AHC10
AHCPMG401A	Define the pest problem in a local area	AHC10
AHCPMG402A	Develop a pest management action plan within a local area	AHC10
AHCPMG403A	Develop monitoring procedures for the local pest management strategy	AHC10
AHCPMG404A	Coordinate the local pest management strategy	AHC10
AHCPMG405A	Implement pest management action plans	AHC10
AHCPMG406A	Investigate a reported pest treatment failure	AHC10
AHCILM403A	Contribute to the proposal for a negotiated outcome for a given area of country	AHC10
AHCLPW403A	Inspect and monitor cultural places	AHC10
AHCLPW405A	Monitor biodiversity	AHC10
AHCCCF409A	Participate in assessments of project submissions	AHC10
AHCLPW404A	Produce maps for land management purposes	AHC10
AHCILM401A	Protect places of cultural significance	AHC10

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AHCNAR401A	Supervise natural area restoration works	AHC10
AHCCCF411A	Develop approaches to include cultural and human diversity	AHC10
AHCCCF405A	Develop community networks	AHC10
AHCCCF403A	Obtain and manage sponsorship	AHC10
AHCCCF407A	Obtain resources from community and group	AHC10
AHCCCF408A	Promote community programs	AHC10
AHCILM404A	Record and document community history	AHC10
AHCCCF410A	Support individuals in resource management change processes	AHC10
AHCWRK402A	Provide information on issues and policies	AHC10
AHCILM405A	Develop work practices to accommodate cultural identity	AHC10
AHCCCF404A	Contribute to association governance	AHC10
AHCILM508A	Propose a negotiated outcome for a given area of country	AHC10
AHCCCF504A	Support group and community changes in resource management	AHC10
AHCILM506A	Operate within community cultures and goals	AHC10
AHCCCF502A	Facilitate development of group goals and projects	AHC10
AHCCCF503A	Promote group formation and development	AHC10
AHCCCF505A	Contribute to regional planning process	AHC10
AHCCCF506A	Manage the incorporation of a group	AHC10
AHCLPW601A	Coordinate the preparation of a regional resource management plan	AHC10
AHCCCF601A	Map regional issues and stakeholders	AHC10
AHCINF204A	Fabricate and repair metal or plastic structures	AHC10
AHCBIO202A	Follow site quarantine procedures	AHC10
AHCLSK319A	Slaughter livestock	AHC10
AHCLSK321A	Service and repair bores and windmills	AHC10
AHCAGB301A	Keep records for a primary production business	AHC10
AHCAGB502A	Plan and manage infrastructure requirements	AHC10
AHCMOM502A	Implement a machinery management system	AHC10
AHCAGB505A	Develop a whole farm plan	AHC10

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AHCBUS501A	Manage staff	AHC10
AHCBUS505A	Develop a marketing plan	AHC10
AHCWRK501A	Plan, implement and review a quality assurance program	AHC10
AHCBUS506A	Develop and review a business plan	AHC10
AHCBUS507A	Monitor and review business performance	AHC10
AHCAGB503A	Plan and monitor production processes	AHC10
AHCBUS502A	Market products and services	AHC10
AHCMOM601A	Analyse machinery options	AHC10
AHCAGB603A	Manage the production system	AHC10
AHCWRK603A	Design and conduct a field-based research trial	AHC10
AHCAGB604A	Analyse business performance	AHC10
AHCBUS603A	Develop and review a strategic plan	AHC10
AHCAGB605A	Manage business capital	AHC10
AHCAGB601A	Develop export markets for produce	AHC10
AHCBUS601A	Manage capital works	AHC10
AHCAGB602A	Manage estate planning	AHC10
AHCLSC303A	Construct brick and/or block structures and features	AHC10
AHCLSC302A	Construct landscape features using concrete	AHC10
SROSCB001A	SCUBA dive in open water to a maximum depth of 18 metres	SRO03
SROODR002A	Plan outdoor recreation activities	SRO03
SROOPS002B	Plan for minimal environmental impact	SRO03
SRXGRO002A	Deal with conflict	SRS03
SUGPOBB2A	Operate a boiler – basic	SUG02
SUGPWWT2A	Operate a waste water treatment system	SUG02
TAEASS301A	Contribute to assessment	TAE10
TAEDEL301A	Provide work skill instruction	TAE10
TAEDEL401A	Plan, organise and deliver group-based learning	TAE10
TAEDEL402A	Plan, organise and facilitate learning in the workplace	TAE10
TAADEL502B	Facilitate action learning projects	TAA04
TAEASS401A	Plan assessment activities and processes	TAE10
TAEASS402A	Assess competence	TAE10

TAEASS502A	Design and develop assessment tools	TAE10
TAEASS403A	Participate in assessment validation	TAE10
SITHCCC003B	Receive and store kitchen supplies	SIT07
SITXCOM003A	Deal with conflict situations	SIT07
SITXMPR004A	Coordinate marketing activities	SIT07
SITXINV001A	Receive and store stock	SIT07
SITXINV002A	Control and order stock	SIT07
TDMMB4507A	Monitor condition and seaworthiness of a small vessel up to 24 metres	TDM07
TDMMC707C	Apply seamanship skills and techniques when operating a small vessel within limits of responsibility of a Coxswain	TDM07
TDMMC907C	Manoeuvre a domestic vessel within limits of responsibility of a Coxswain	TDM07
TDMME1107A	Contribute to effective communications and teamwork on a coastal vessel	TDM07
TDMME507B	Transmit and receive information by marine radio or telephone	TDM07
TDMMF1007B	Provide elementary first aid	TDM07
TDMMF1107B	Survive at sea in the event of vessel abandonment	TDM07
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel	TDM07
TDMMF5507A	Fight and extinguish fires on board a coastal vessel	TDM07
TDMMF3207C	Apply domestic regulations and industry practices when operating a small coastal vessel	TDM07
TDMMH1207B	Plan and navigate a short voyage within inshore limits	TDM07
TDMMR3007B	Operate and carry out basic service checks on small vessel marine propulsion systems	TDM07
TDMMR3107B	Operate and carry out basic servicing on auxiliary systems	TDM07
TDMMR3207B	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	TDM07
TDMMR5407B	Carry out refuelling and fuel transfer operations	TDM07
TDMMU507B	Ensure compliance with environmental considerations in a small domestic vessel	TDM07
TLIA2009A	Complete and check import/export documentation	TLI10

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TLIA2014A	Use product knowledge to complete work operations	TLI10
TLIA4025A	Regulate temperature controlled stock	TLI10
TLID1001A	Shift materials safely using manual handling methods	TLI10
TLID1002A	Shift a load using manually-operated equipment	TLI10
TLID2004A	Load and unload goods/cargo	TLI10
TLID2010A	Operate a forklift	TLI10
TLID2013A	Move materials mechanically using automated equipment	TLI10
TLID3033A	Operate a vehicle-mounted loading crane	TLI10
TLILIC3006A	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)	TLI10
TLILIC3008A	Licence to operate a slewing mobile crane (up to 20 tonnes)	TLI10
TLIR4002A	Source goods/services and evaluate contractors	TLI10
TLIR4003A	Negotiate a contract	TLI10
SITHACS006B	Clean premises and equipment	SIT07
SITXMPR005A	Develop and manage marketing strategies	SIT07
SITXMPR001A	Coordinate production of brochures and marketing materials	SIT07
SITXMPR002A	Create a promotional display or stand	SIT07
SIRXICT001A	Operate retail technology	SIR07
SIRXICT003A	Operate retail information technology systems	SIR07
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07
SIRXCCS002A	Interact with customers	SIR07
SIRXCCS003A	Coordinate interaction with customers	SIR07
SIRXMGT001A	Coordinate work teams	SIR07
SIRXFIN001A	Balance point-of-sale terminal	SIR07
SIRRMER001A	Merchandise food products	SIR07
SIRRMER003A	Prepare and display fast food items	SIR07
SIRRRPK001A	Advise on food products and services	SIR07
SIRXINV001A	Perform stock control procedures	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXRSK001A	Minimise theft	SIR07
SIRXOHS002A	Maintain store safety	SIR07

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SIRXRSK002A	Maintain store security	SIR07
SIRXCLM001A	Organise and maintain work areas	SIR07
SIRXMER002A	Coordinate merchandise presentation	SIR07
SIRXMER004A	Manage merchandise and store presentation	SIR07
SIRXRSK004A	Control store security	SIR07
SIRXINV005A	Control inventory	SIR07
SIRXCLM002A	Manage store facilities	SIR07
SIRXSLS001A	Sell products and services	SIR07
SIRXSLS002A	Advise on products and services	SIR07

Historical and General Information

Historical and General Information
The first Seafood Industry Training Package was endorsed in 2000 and since then has been the basis of vocational education and training for the seafood industry in Australia. The Training Package was the first to be developed for the seafood industry and represented the culmination of an extensive consultation and documentation process covering a diverse and dispersed range of industries. A summary of version releases is listed below with full details listed in the Modification History table.

Year	Training Package	Significant changes	Number of qualifications
2000	SFI00 Version 1	• First release	21
2002	SFI02 Version 1	• Addition of Certificate IV and Diploma qualifications for Seafood Processing	23
2004	SFI04 Version 1	• Addition of Certificate II in Seafood Industry (Fisheries Compliance Support) • Addition of qualifications that allowed pathways for maritime regulatory certificates of competency • Addition of Leadership, Observer and Diving units	27
2006	SFI04 Version 2	• Addition of Certificate III in Seafood Industry (Environmental Management Support) and Certificate IV in Seafood Industry (Environmental Management)	29

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Historical and General Information				
		• Addition of units on high technology water treatment.		

DEVELOPMENT OF THE SFI11 SEAFOOD INDUSTRY TRAINING PACKAGE

The SFI04 Seafood Industry Training Package underwent a Phase 1 review in 2006, and again in 2009. Phase 2 of the review was undertaken in 2009-2011. Information about consultation and validation can be found in Appendix one.

Changes affecting seafood industry streams

The following actions have impact for all streams.

- Qualification rules have been adjusted to bring them in line with a National Quality Council (NQC) directive:
- a core and elective model, with electives being either in Group A – Stream specialist units or Group B – other elective units
- greater flexibility through an increased number of electives able to be imported from other Training Packages.
- Qualification rules have had the minimum number of units reduced:
- to better match work role to competency requirements in the relevant qualification
- to bring the number of units in qualifications closer to those in equivalent qualifications in other AgriFood Training Packages.

Refer to the table: Mapping to Previous Training Package, for details.

- Qualification titles have been shortened by the removal of the words 'Seafood Industry' where this does not impact on the meaning of the title. It affects qualifications in aquaculture, fishing, fisheries compliance and seafood processing. Qualifications in environmental management and sales and distribution will continue to include the words 'Seafood Industry'.
- Employability skills have been included for each qualification, and a reference to them included in each unit of competency.
- Green (sustainability) skills have been given a higher profile:
- in the core unit SFICORE105B Work effectively in the seafood industry, Element 1
- units relating to environmental sustainability have had additional variables added to range statements:
- SFIEMS201B Participate in environmentally sustainable work practices
- SFIEMS301B Implement and monitor environmentally sustainable work practices
- SFIEMS501B Develop workplace policy for sustainability.
- Imported units have been updated to current versions where these units continue to fulfil a need, and some additional units imported. Refer to the table: Mapping of Imported Units of Competency SFI04 to SFI11, for details.
- The competency layout has been edited in line with the required template to support its upload to the National Training Information Service (NTIS) website.
- Range statements have been made more consistent especially those relating to government legislation and regulations, food safety, environmental impacts, and occupational health and safety (OHS) requirements within qualification levels and industry streams.

Historical and General Information

Stream specific changes

A summary of changes in each stream is provided below. For more specific detail refer to the tables on Mapping to previous Training Package.

Aquaculture

- The aquaculture stream now includes the ornamentals sector and work environments with 'held species', such as restaurants and aquaria. This has required minor changes to units.
- As a response to feedback, several new units (in wader safety, water quality, hatchery operations and vessel deck equipment operation) have been added, along with several additional imported units (chain saws and load shifting).
- A few units have had significant updates to better accommodate ornamentals, the transport of live stock, and working with pests and diseases.
- Some TDM (Maritime) competencies are included as electives at Certificate levels II and III which can contribute towards achieving the regulatory Coxswain certification.

Seafood processing, and sales and distribution

- Due to an increased adoption of automation by some seafood processing facilities, lean manufacturing competencies have been imported.
- Additional SFIPROC units have been brought into qualifications from higher and/or lower qualification levels.
- Additional units to slaughter animals, harvest stock, retail seafood products, and operate cranes and vessel deck machinery have been imported reflecting the vertical integration that is occurring in many seafood businesses as they grow or catch, process and retail.

Fisheries compliance

- Fisheries compliance qualifications have undergone significant changes to better match the changing work environment of compliance officers. Certificate IV will be the entry level for an officer; the Certificate III being used for a trainee officer, or as the basis of a pre-employment program.
- There has been considerable updating of Certificate III competencies, and relocation of units from Certificate III to IV. A new unit SFICOMP415A Board vessel at sea has been developed to meet requirements of fishery compliance agencies whose staff are working in increasingly complex and hazardous environments.
- Frontline management competencies which used to be embedded in the Certificate IV are now at the Diploma level which reflects the complexity of compliance work whilst utilising frontline skills within the workplace.

Fishing operations

- The number of fishing qualifications has been reduced to one at each qualification level. The regulatory certifications are now linked to qualifications from the TDM07 Maritime Training Package and are not able to be achieved through the pathways in the previous Seafood Industry Training Package.
- A Skill Set of competencies relevant to a Fishing Operator has been included in SFI11 Seafood Industry Training Package, which may be imported into maritime qualifications or undertaken as a group of units.

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- Whilst there are no pathways within a qualification to gain a maritime regulatory ticket as in the SFI04 Seafood Industry Training Package, a trainee doing a Certificate II in Fishing Operations and then moving into a Certificate III could with careful selection of competencies, be only one unit short of a Coxswain along with gaining their Certificates II and III in Fishing Operations.
- Two Skill Sets relevant to Fishing Charter operators (one for limited (day) charters, and the other for extended charters) have been included in place of previous fishing charter qualifications. The competencies may be counted towards Fishing Operations qualifications.

Qualifications in SFI11

The diversity of skills within the seafood industry is reflected in the range of qualifications offered by the Training Package as can be seen in the following table. The SFI11 Seafood Industry Training Package contains 24 qualifications, down from 29 qualifications in the previous version. The three Fishing Operations qualifications associated with regulatory certificates of competency have been removed along with the two fishing charter qualifications.

SFI11 Seafood Industry Training Package – range of qualifications

	CERTIFICATE I	CERTIFICATE II	CERTIFICATE III	CERTIFICATE IV	DIPLOMA
Aquaculture					
Environmental Management					
Fishing Operations					
Fisheries Compliance					
Seafood Processing					
Sales and Distribution					

Table: Qualifications available within each stream of the seafood industry

SFI competency codes

Seafood units of competency have retained the same coding pattern and functional groupings as in the previous Training Package for easy identification.

Coding pattern:

SFIAQUA   Aquaculture

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SFICOMP   Fisheries compliance
SFICORE   Core unit
SFIDIST   Sales and distribution
SFIDIVE   Diving
SFIEMS   Environmental management and sustainability
SFIFCHA   Fishing charter
SFIFISH   Fishing operations
SFILEAD   Leadership
SFIOBSV   Observer
SFIOHS   Occupational health and safety
SFIPROC   Seafood processing
SFISHIP   Vessel operation
SFISTOR   Storage

Functional group titles:
Aquaculture operations
Business services
Community management
Corporate management
Competitive manufacturing
Crane operations
Diving operations
E-business
Fishing charter operations
Farm operations
Fishing operations
Frontline management
Fraud control
Industry leadership Focus A – Sector representation
Industry leadership Focus B – Resource management group membership
Industry leadership Focus C – Strategic development
Maintenance and operations support
Maritime operations
Observer operations
Occupational health and safety
Ornamental operations
Quality assurance and food safety
Quality assurance, food safety and environmental management
Post-harvest operations
Retail operations
Seafood sales, distribution and marketing
Seafood processing
Seafood transport and storage
Small business management
Specialist management systems
Strategic management

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Surveillance Training and assessment Vessel operations Vessel maintenance

Introduction to the Industry

Introduction to the Industry
The SFI11 Seafood Industry Training Package incorporates all commercial activities conducted in or from Australia concerned with harvesting, farming, culturing, processing, storing, transporting, marketing or selling fish and seafood and/or fish and seafood products. The skills and knowledge required to undertake work in the industry have been captured in competency standards for the four sectors of the seafood industry. **Fishing sector** Fishing sector competencies cover work undertaken by deckhands, fishers, skippers of fishing vessels, managers of fishing operations, business managers, divers and fishing charter operators. **Aquaculture sector** Aquaculture competencies cover work undertaken by field hands, leading hands, technicians, supervisors, quality assurance officers, operations managers and aquaculture business managers. The sector covers temperate and tropical operations and includes pearling and crocodile farms and land-based, water-based and hatchery operations. It also includes cultured species for the ornamental market and caring for held species, such as in aquaria and restaurants. **Seafood processing and seafood sales and distribution sector** This sector is post-harvest and includes work undertaken by basic and skilled process workers, leading hands, distributors, seafood retailers and wholesalers, supervisors, managers and seafood importers and exporters. **Fisheries compliance sector** This sector includes work undertaken by fisheries compliance officers, supervisors, managers and compliance support officers in Indigenous Australian communities. The Seafood Industry Training Package covers all levels of work, ranging from the inexperienced new entrants to the industry, through to skilled operators, supervisors and managers. In 2006, qualifications in environmental management for the seafood industry were added to SFI04 in response to the heightened importance of environmental management across all seafood industry sectors as well as the demand for specialist skills and knowledge to support its implementation.

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Industry Requirements for Employability Skills

Industry Requirements for Employability Skills

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title
The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor
The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills
This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)
If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit
This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)
The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)
The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills
-

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.
Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.
Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit Title	Give formal presentations and take part in meetings **(Communication)**
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. **(Initiative and enterprise)**
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. **(Planning and organising)**
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. **(Learning)** Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. **(Communication)**
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: - assess response options to identified crime-prevention needs and determine the optimal action to be implemented - in consultation with relevant others, design an initiative to address identified issues. **(Initiative and enterprise).**

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Competency Standards - Industry Contextualisation

Competency Standards - Industry Contextualisation
Competencies in the SFI11 Seafood Industry Training Package have been developed to maximise opportunity for skills transfer within each stream and to reduce duplication of units. For example, aquaculture units of competency, with only a few exceptions, were designed without reference to specific stock, or stock culture or holding facilities. The exceptions were for working with crocodiles, seeding and harvesting pearls, and working with high technology water treatment facilities. This sometimes concerns users of the Training Package. The units of competency and related learning resources and assessment instruments should be contextualised to make training more relevant to enterprise needs and to local work or career opportunities. One of the changes made to the fishing stream in SFI11 Seafood Industry Training Package was to replace six units of competency, each addressing a specific fishing technique, with a single unit of competency SFIFISH310A Adjust and position fishing gear. It should now be contextualised to the relevant fishing technique. The SFILEAD (leadership) units of competency were introduced into the SFI11 Seafood Industry Training Package at qualification levels IV and V, for the purpose of training industry people to represent their sector in natural resource management and other forums. These units of competency were not intended for use within an enterprise, and it is recommended that BSBMGT units of competency be considered for developing management and leadership skills in that context. Advice on contextualising competency standards is found in the Introduction in the section on Competency Standards.

Examples from this Training Package of Employability Skills

Examples from this Training Package of Employability Skills embedded within unit components	
Unit component	Example of embedded Employability Skill
Unit Title	Coordinate stock handling (communication, planning and organising)
Unit Descriptor	This unit covers the competency to gather and record information (communication)
Element	Participate in arrangements for maintaining health and safety of all people in the workplace (communication, teamwork)

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Examples from this Training Package of Employability Skills embedded within unit components	
Unit component	Example of embedded Employability Skill
Performance Criteria	Workload is assessed and prioritised within allocated timeframes and according to level of responsibility (self-management)
Range Statement	Appropriate personnel (to assist with identifying own learning needs) (learning)
Required Skills and Knowledge	Innovation skills to identify improvements, to apply knowledge about resource use to organisational activities and to develop tools (initiative and enterprise) Taking contingency actions when encountering a malfunction or problem caused by cargo or cargo-securing arrangements (problem solving, initiative and enterprise) Utilising technology (technology)
Evidence Guide	Assessment must confirm the ability to: • assist in lifting and handling activities (teamwork)

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?
A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.
http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf
The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.
Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.
Qualifications
Training Packages can incorporate the following eight AQF qualifications.

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- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.
Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

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Advanced Diploma

Characteristics of Learning Outcomes
Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.
The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.
Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.
The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes
Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualifications and Packaging Rules

Refer to Qualifications for details of Packaging Rules

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact AgriFood Skills Australia

Seafood Industry qualification pathways

SFI11 Seafood Industry Training Package is the framework for VET for those engaged in aquaculture, fishing, compliance and seafood post-harvest sectors. The Training Package supports a wide range of learning pathways. These include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.

Qualifications within SFI11 Seafood Industry Training Package can be achieved through a variety of pathways including Australian Apprenticeships (traineeships).

The training pathways for qualifications contained within SFI11 Seafood Industry Training Package are illustrated below.
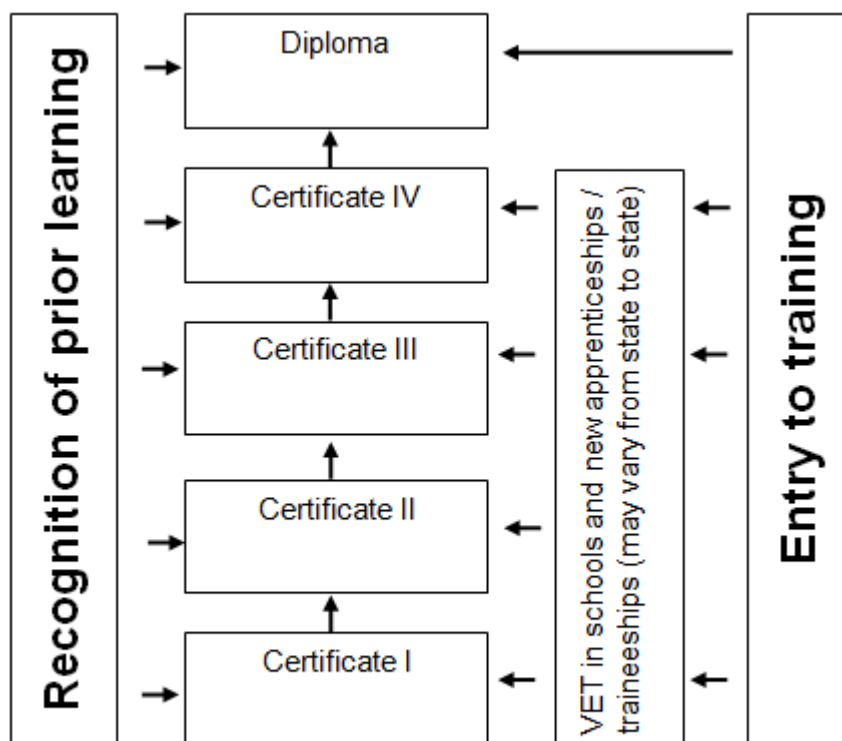

Figure: Training pathways to achieving qualifications

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet *[insert skill set title or identified industry area]* need' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

Skill Sets available through the SFI11 Seafood Industry Training Package:

- Limited Fishing Charter Operator
- Extended Fishing Charter Operator
- Fishing Operator
- Environmental Management Coordinator
- Industry Leadership: Sector Representation
- Industry Leadership: Resource Management Group Membership
- Industry Leadership: Strategic Development
- Fisheries Resource Management Observer
- Net design and assembly

Earlier versions of Seafood Industry Training Package provided a pathway for those involved in the fishing and fishing charter sectors to gain competencies towards maritime certifications as well as the vocational skills for fishing and fishing charter. Maritime certifications are now obtained through qualifications in the TDM07 Maritime Training Package. The Skill Sets provide the additional vocational skills for Coxswain and Master Class recipients operating in the fishing or fishing charter sectors.

Qualification Pathways

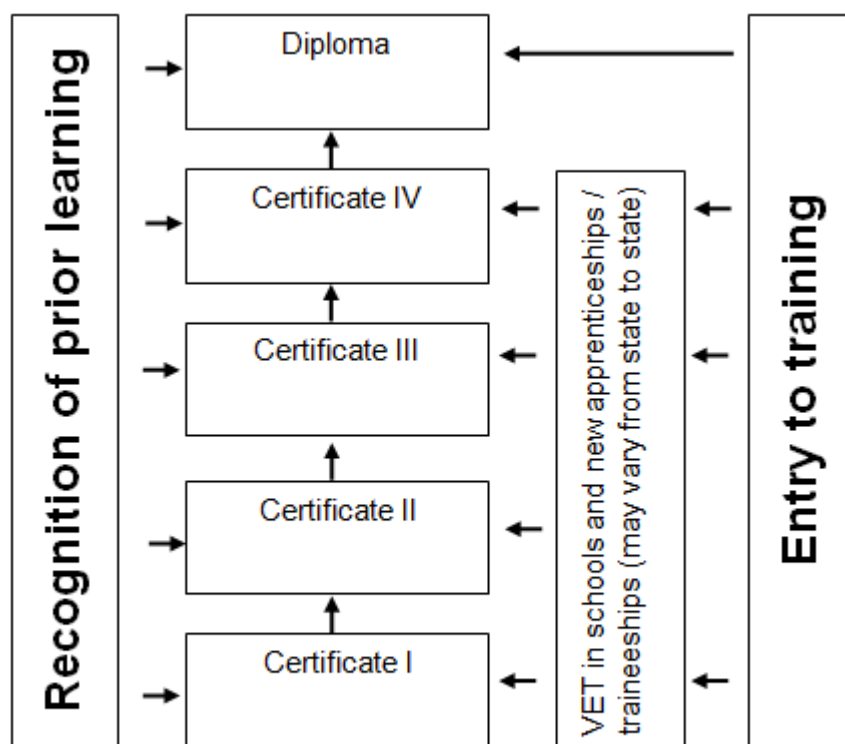| Qualification Pathways |
|---|
| **Seafood Industry qualification pathways**
SFI11 Seafood Industry Training Package is the framework for VET for those engaged in aquaculture, fishing, compliance and seafood post-harvest sectors. The Training Package supports a wide range of learning pathways. These include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.
Qualifications within SFI11 Seafood Industry Training Package can be achieved through a variety of pathways including Australian Apprenticeships (traineeships).
The training pathways for qualifications contained within SFI11 Seafood Industry Training Package are illustrated below.

Figure: Training pathways to achieving qualifications |

Skill Sets in this Training Package

Skill Sets in this Training Package
Skill Sets available through the SFI11 Seafood Industry Training Package: • Limited Fishing Charter Operator

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Skill Sets in this Training Package

- Extended Fishing Charter Operator
- Fishing Operator
- Environmental Management Coordinator
- Industry Leadership: Sector Representation
- Industry Leadership: Resource Management Group Membership
- Industry Leadership: Strategic Development
- Fisheries Resource Management Observer
- Net design and assembly

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List of AQF Qualifications

List of AQF Qualifications

Qualification Code	Title
SFI10111	Certificate I in Aquaculture
SFI20111	Certificate II in Aquaculture
SFI30111	Certificate III in Aquaculture
SFI40111	Certificate IV in Aquaculture
SFI50111	Diploma of Aquaculture
SFI10211	Certificate I in Fishing Operations
SFI20211	Certificate II in Fishing Operations
SFI30211	Certificate III in Fishing Operations
SFI40211	Certificate IV in Fishing Operations
SFI50211	Diploma of Fishing Operations
SFI30311	Certificate III in Seafood Industry (Environmental Management

Qualification Code	Title
	Support)
SFI40311	Certificate IV in Seafood Industry (Environmental Management)
SFI20411	Certificate II in Fisheries Compliance Support
SFI30411	Certificate III in Fisheries Compliance
SFI40411	Certificate IV in Fisheries Compliance
SFI50411	Diploma of Fisheries Compliance
SFI10511	Certificate I in Seafood Processing
SFI20511	Certificate II in Seafood Processing
SFI30511	Certificate III in Seafood Processing
SFI40511	Certificate IV in Seafood Processing
SFI50511	Diploma of Seafood Processing
SFI20611	Certificate II in Seafood Industry (Sales and Distribution)
SFI30611	Certificate III in Seafood Industry (Sales and Distribution)
SFI40611	Certificate IV in Seafood Industry (Sales and Distribution)

Whole of Industry Qualification Information

Whole of Industry Qualification Information

List of ALL Units within Training Package

List of ALL Units within Training Package

Code	Name	Volume
SFIAQUA102B	Carry out basic aquaculture activities	2

Code	Name	Volume
SFIAQUA201C	Collect broodstock and seedstock	2
SFIAQUA205C	Feed stock	2
SFIAQUA206C	Handle stock	2
SFIAQUA209C	Manipulate stock culture environment	2
SFIAQUA211C	Undertake routine maintenance of water supply and disposal systems and structures	2
SFIAQUA212C	Work with crocodiles	2
SFIAQUA213C	Monitor stock and environmental conditions	2
SFIAQUA214B	Produce algal or live-feed cultures	2
SFIAQUA215B	Carry out on-farm post-harvest operations	2
SFIAQUA216B	Harvest cultured or held stock	2
SFIAQUA217B	Maintain stock culture, holding and other farm structures	2
SFIAQUA219B	Operate and maintain high technology water treatment components	2
SFIAQUA220A	Use waders	2
SFIAQUA221A	Control predators and pests	2
SFIAQUA222A	Control diseases	2
SFIAQUA301C	Oversee and undertake effluent and waste treatment and disposal	2
SFIAQUA302C	Construct or install stock culture, holding and farm structures	2
SFIAQUA303C	Coordinate stock handling activities	2
SFIAQUA308C	Maintain water quality and environmental monitoring	2
SFIAQUA309C	Oversee harvest and post-harvest activities	2
SFIAQUA311B	Oversee production and maintain algal or live-	2

Code	Name	Volume
	feed cultures	
SFIAQUA313B	Oversee operations of high technology water treatment components	2
SFIAQUA314A	Support hatchery operations	2
SFIAQUA315A	Oversee emergency procedures for on-land operations	2
SFIAQUA316A	Oversee the control of predators and pests	2
SFIAQUA317A	Oversee the control of diseases	2
SFIAQUA318A	Coordinate feed activities	2
SFIAQUA401C	Develop and implement a stock health program	2
SFIAQUA402C	Coordinate construction or installation of stock culture, holding and farm structures	2
SFIAQUA404C	Operate hatchery	2
SFIAQUA406C	Seed and harvest round pearls	2
SFIAQUA407C	Coordinate sustainable aquacultural practices	2
SFIAQUA408C	Supervise harvest and post-harvest activities	2
SFIAQUA409B	Implement, monitor and review stock production	2
SFIAQUA410B	Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components	2
SFIAQUA411A	Manage water quality and environmental monitoring in enclosed systems	2
SFIAQUA412A	Develop emergency procedures for on-land operations	2
SFIAQUA501C	Develop a stock nutrition program	2
SFIAQUA502C	Develop and implement an aquaculture breeding strategy	2
SFIAQUA503C	Establish an aquacultural enterprise	2

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Code	Name	Volume
SFIAQUA504C	Plan environmentally sustainable aquacultural practices	2
SFIAQUA505C	Plan stock health management	2
SFIAQUA507C	Plan and design water supply and disposal systems	2
SFIAQUA508C	Plan and design stock culture or holding systems and structures	2
SFIAQUA509B	Develop stock production plan	2
SFIAQUA510B	Select, plan or design a system or facility utilising high technology water treatment components	2
SFICOMP201B	Undertake a local operation	2
SFICOMP202B	Conduct field observations	2
SFICOMP203B	Promote sustainable use of local marine and freshwater environments	2
SFICOMP204B	Present evidence in a court setting	2
SFICOMP205B	Communicate effectively in cross-cultural environments	2
SFICOMP302C	Exercise compliance powers	2
SFICOMP308C	Monitor fish catches for legal compliance	2
SFICOMP310C	Operate off-road vehicles	2
SFICOMP315A	Support the judicial process	2
SFICOMP316A	Gather, collate and record information	2
SFICOMP317A	Facilitate effective communication in the workplace	2
SFICOMP318A	Perform administrative duties	2
SFICOMP401C	Administer the district office	2
SFICOMP402C	Plan the surveillance operation	2

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Code	Name	Volume
SFICOMP403C	Operate and maintain surveillance equipment	2
SFICOMP404C	Operate an observation post	2
SFICOMP405C	Perform post-surveillance duties	2
SFICOMP406C	Perform mobile surveillance	2
SFICOMP407C	Undertake prosecution procedures for magistrate's court	2
SFICOMP409A	Plan and undertake patrol operations	2
SFICOMP410A	Promote fisheries management awareness programs	2
SFICOMP411A	Implement aquaculture compliance	2
SFICOMP412A	Operate in remote areas	2
SFICOMP413A	Maintain operational safety	2
SFICOMP414A	Manage own professional performance	2
SFICOMP415A	Board vessel at sea	2
SFICOMP501C	Conduct an investigative audit	2
SFICOMP502C	Contribute to fisheries management	2
SFICOMP503C	Undertake the prosecution in a trial	2
SFICORE101C	Apply basic food handling and safety practices	2
SFICORE103C	Communicate in the seafood industry	2
SFICORE105B	Work effectively in the seafood industry	2
SFICORE106B	Meet workplace OHS requirements	2
SFIDIST201C	Prepare, cook and retail seafood products	2
SFIDIST202C	Retail fresh, frozen and live seafood	2
SFIDIST301C	Wholesale product	2
SFIDIST401C	Buy seafood product	2

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Code	Name	Volume
SFIDIST501C	Export product	2
SFIDIST502C	Import product	2
SFIDIVE301B	Work effectively as a diver in the seafood industry	2
SFIDIVE302B	Perform diving operations using surface-supplied breathing apparatus	2
SFIDIVE303B	Perform diving operations using self-contained underwater breathing apparatus	2
SFIDIVE304B	Undertake emergency procedures in diving operations using surface-supplied breathing apparatus	2
SFIDIVE305B	Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus	2
SFIDIVE306B	Perform compression chamber diving operations	2
SFIDIVE307B	Perform underwater work in the aquaculture sector	2
SFIDIVE308B	Perform underwater work in the wild catch sector	2
SFIEMS201B	Participate in environmentally sustainable work practices	2
SFIEMS301B	Implement and monitor environmentally sustainable work practices	2
SFIEMS302B	Act to prevent interaction with protected species	2
SFIEMS401B	Conduct an internal audit of an environmental management system	2
SFIEMS501B	Develop workplace policy for sustainability	2
SFIFCHA301C	Develop information and advice on fishing charter trips	2
SFIFCHA302C	Operate an inshore day charter	2

Code	Name	Volume
SFIFCHA501C	Plan and manage extended fishing charter trips	2
SFIFISH201C	Provide support for diving operations	2
SFIFISH202C	Cook on board a vessel	2
SFIFISH203C	Maintain, prepare, deploy and retrieve trawls to land catch	2
SFIFISH204C	Maintain, prepare, deploy and retrieve pots and traps to land catch	2
SFIFISH205C	Maintain, prepare, deploy and retrieve drop lines and long lines to land catch	2
SFIFISH206C	Maintain, prepare, deploy and retrieve hand operated lines to land catch	2
SFIFISH207C	Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch	2
SFIFISH208C	Maintain, prepare, deploy and retrieve purse seines to land catch	2
SFIFISH209C	Maintain the temperature of seafood	2
SFIFISH210C	Assemble and repair damaged netting	2
SFIFISH214B	Contribute to at-sea processing of seafood	2
SFIFISH215B	Apply deckhand skills aboard a fishing vessel	2
SFIFISH307C	Perform breath-hold diving operations	2
SFIFISH309B	Construct nets and customise design	2
SFIFISH310A	Adjust and position fishing gear	2
SFIFISH311A	Operate vessel deck machinery and lifting appliance	2
SFIFISH401C	Locate fishing grounds and stocks of fish	2
SFIFISH402C	Manage and control fishing operations	2
SFILEAD401B	Develop and promote knowledge of the industry sector	2

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Code	Name	Volume
SFILEAD402B	Negotiate effectively for the sector	2
SFILEAD403B	Demonstrate commitment and professionalism	2
SFILEAD407A	Provide expert information to a resource management group	2
SFILEAD408A	Analyse information to develop strategic seafood management options	2
SFILEAD409A	Negotiate collective outcomes within the resource management group process	2
SFILEAD501C	Develop and promote industry knowledge	2
SFILEAD502C	Shape strategic thinking	2
SFILEAD503C	Cultivate productive working relationships	2
SFILEAD504C	Plan and achieve change and results	2
SFILEAD505C	Communicate with influence	2
SFILEAD506C	Demonstrate personal drive and integrity	2
SFILEAD507C	Provide corporate leadership	2
SFIOBSV301B	Monitor and record fishing operations	2
SFIOBSV302B	Collect reliable scientific data and samples	2
SFIOBSV303B	Collect routine fishery management data	2
SFIOBSV304B	Analyse and report onboard observations	2
SFIOHS301C	Implement OHS policies and guidelines	2
SFIOHS501C	Establish and maintain the enterprise OHS program	2
SFIPROC101C	Clean fish	2
SFIPROC102C	Clean work area	2
SFIPROC105B	Fillet fish and prepare portions	2
SFIPROC106B	Work with knives	2

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Code	Name	Volume
SFIPROC201C	Head and peel crustaceans	2
SFIPROC202C	Process squid, cuttlefish and octopus	2
SFIPROC203C	Shuck molluscs	2
SFIPROC302C	Handle and pack sashimi-grade fish	2
SFIPROC304B	Boil and pack crustaceans	2
SFIPROC305B	Slaughter and process crocodiles	2
SFIPROC401C	Evaluate a batch of seafood	2
SFIPROC402C	Maintain hygiene standards while servicing a food handling area	2
SFIPROC403C	Follow basic food safety practices	2
SFIPROC404C	Apply and monitor food safety requirements	2
SFIPROC405C	Oversee the implementation of a food safety program in the workplace	2
SFIPROC406C	Develop food safety programs	2
SFIPROC407C	Conduct internal food safety audits	2
SFIPROC501C	Manage seafood processing production units	2
SFIPROC502C	Produce technical reports on seafood processing systems	2
SFIPROC503C	Analyse seafood packaging requirements	2
SFIPROC504C	Design and manage a product recall	2
SFIPROC601C	Establish costs and/or conditions for sale of seafood product	2
SFIPROC602C	Plan and manage seafood and related product concept development	2
SFIPROC603C	Develop and manage seafood and related product production trials	2
SFIPROC604C	Plan and develop formulations and/or	2

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Code	Name	Volume
	specifications for new seafood product	
SFIPROC606C	Develop and implement energy control systems in seafood processing environments	2
SFIPROC607C	Prepare work instructions for new seafood processing tasks	2
SFIPROC608C	Provide practical and/or commercial advice to seafood users	2
SFIPROC609C	Monitor the seafood business environment to determine threats and opportunities	2
SFIPROC610C	Establish and manage effective external relationships	2
SFIPROC611C	Participate in a media interview or presentation	2
SFISHIP201C	Comply with organisational and legislative requirements	2
SFISHIP202C	Contribute to safe navigation	2
SFISHIP205C	Maintain marine plant	2
SFISHIP206C	Operate a small vessel	2
SFISHIP207C	Operate and maintain outboard motors	2
SFISHIP208C	Operate low powered diesel engines	2
SFISHIP211C	Prepare for maintenance	2
SFISTOR202C	Receive and distribute product	2
SFISTOR203C	Assemble and load refrigerated product	2
SFISTOR204A	Prepare, pack and dispatch stock for live transport	2
SFISTOR205A	Prepare, pack and dispatch non-live product	2
SFISTOR301C	Operate refrigerated storerooms	2
ACMCAS305A	Maintain aquascapes and aquatic animals	3
ACMCAS403A	Design, construct and maintain aquascapes	3

Code	Name	Volume
AHCAGB301A	Keep records for a primary production business	3
AHCAGB502A	Plan and manage infrastructure requirements	3
AHCAGB503A	Plan and monitor production processes	3
AHCAGB505A	Develop a whole farm plan	3
AHCAGB601A	Develop export markets for produce	3
AHCAGB602A	Manage estate planning	3
AHCAGB603A	Manage the production system	3
AHCAGB604A	Analyse business performance	3
AHCAGB605A	Manage business capital	3
AHCARB205A	Operate and maintain chainsaws	3
AHCBIO202A	Follow site quarantine procedures	3
AHCBUS402A	Cost a project	3
AHCBUS404A	Operate within a budget framework	3
AHCBUS501A	Manage staff	3
AHCBUS502A	Market products and services	3
AHCBUS505A	Develop a marketing plan	3
AHCBUS506A	Develop and review a business plan	3
AHCBUS507A	Monitor and review business performance	3
AHCBUS601A	Manage capital works	3
AHCBUS603A	Develop and review a strategic plan	3
AHCCCF403A	Obtain and manage sponsorship	3
AHCCCF404A	Contribute to association governance	3
AHCCCF405A	Develop community networks	3
AHCCCF407A	Obtain resources from community and group	3

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Code	Name	Volume
AHCCCF408A	Promote community programs	3
AHCCCF409A	Participate in assessments of project submissions	3
AHCCCF410A	Support individuals in resource management change processes	3
AHCCCF411A	Develop approaches to include cultural and human diversity	3
AHCCCF412A	Coordinate board/committee elections	3
AHCCCF413A	Service committees	3
AHCCCF414A	Coordinate fund-raising activities	3
AHCCCF415A	Coordinate social events to support group purposes	3
AHCCCF416A	Present proposed courses of action to meeting	3
AHCCCF502A	Facilitate development of group goals and projects	3
AHCCCF503A	Promote group formation and development	3
AHCCCF504A	Support group and community changes in resource management	3
AHCCCF505A	Contribute to regional planning process	3
AHCCCF506A	Manage the incorporation of a group	3
AHCCCF601A	Map regional issues and stakeholders	3
AHCCHM201A	Apply chemicals under supervision	3
AHCCHM303A	Prepare and apply chemicals	3
AHCCHM304A	Transport, handle and store chemicals	3
AHCCHM401A	Minimise risks in the use of chemicals	3
AHCCHM402A	Plan and implement a chemical use program	3
AHCCHM403A	Prepare safe operating procedures for calibration of equipment	3

Code	Name	Volume
AHCCHM501A	Develop and manage a chemical use strategy	3
AHCFAU201A	Recognise fauna	3
AHCILM201A	Maintain cultural places	3
AHCILM202A	Observe and report plants and/or animals	3
AHCILM203A	Record information about country	3
AHCILM303A	Work in an Indigenous community or organisation	3
AHCILM401A	Protect places of cultural significance	3
AHCILM403A	Contribute to the proposal for a negotiated outcome for a given area of country	3
AHCILM404A	Record and document community history	3
AHCILM405A	Develop work practices to accommodate cultural identity	3
AHCILM506A	Operate within community cultures and goals	3
AHCILM508A	Propose a negotiated outcome for a given area of country	3
AHCINF202A	Install, maintain and repair fencing	3
AHCINF203A	Maintain properties and structures	3
AHCINF204A	Fabricate and repair metal or plastic structures	3
AHCINF301A	Implement property improvement, construction and repair	3
AHCINF303A	Plan and construct conventional fencing	3
AHCLPW304A	Carry out inspection of designated area	3
AHCLPW403A	Inspect and monitor cultural places	3
AHCLPW404A	Produce maps for land management purposes	3
AHCLPW405A	Monitor biodiversity	3

Code	Name	Volume
AHCLPW601A	Coordinate the preparation of a regional resource management plan	3
AHCLSC302A	Construct landscape features using concrete	3
AHCLSC303A	Construct brick and/or block structures and features	3
AHCLSC304A	Erect timber structures and features	3
AHCLSK319A	Slaughter livestock	3
AHCLSK321A	Service and repair bores and windmills	3
AHCMOM202A	Operate tractors	3
AHCMOM204A	Undertake operational maintenance of machinery	3
AHCMOM205A	Operate vehicles	3
AHCMOM304A	Operate machinery and equipment	3
AHCMOM305A	Operate specialised machinery and equipment	3
AHCMOM402A	Supervise maintenance of property machinery and equipment	3
AHCMOM501A	Manage machinery and equipment	3
AHCMOM502A	Implement a machinery management system	3
AHCMOM601A	Analyse machinery options	3
AHCNAR202A	Maintain wildlife habitat refuges	3
AHCNAR301A	Maintain natural areas	3
AHCNAR302A	Collect and preserve biological samples	3
AHCNAR303A	Implement revegetation works	3
AHCNAR401A	Supervise natural area restoration works	3
AHCNAR402A	Plan the implementation of revegetation works	3
AHCPCM502A	Collect and classify plants	3

Code	Name	Volume
AHCPGD206A	Conduct visual inspection of park facilities	3
AHCPMG201A	Treat weeds	3
AHCPMG202A	Treat plant pests, diseases and disorders	3
AHCPMG303A	Maintain biological cultures	3
AHCPMG401A	Define the pest problem in a local area	3
AHCPMG402A	Develop a pest management action plan within a local area	3
AHCPMG403A	Develop monitoring procedures for the local pest management strategy	3
AHCPMG404A	Coordinate the local pest management strategy	3
AHCPMG405A	Implement pest management action plans	3
AHCPMG406A	Investigate a reported pest treatment failure	3
AHCPMG407A	Monitor and evaluate the local pest management action plan	3
AHCSAW201A	Conduct erosion and sediment control activities	3
AHCSAW302A	Implement erosion and sediment control measures	3
AHCSAW401A	Set out conservation earthworks	3
AHCSAW402A	Supervise on-site implementation of conservation earthworks	3
AHCVPT303A	Survey pest animals	3
AHCWRK305A	Coordinate work site activities	3
AHCWRK402A	Provide information on issues and policies	3
AHCWRK403A	Supervise work routines and staff performance	3
AHCWRK404A	Ensure compliance with pest legislation	3
AHCWRK501A	Plan, implement and review a quality assurance program	3

Code	Name	Volume
AHCWRK502A	Collect and manage data	3
AHCWRK503A	Prepare reports	3
AHCWRK603A	Design and conduct a field-based research trial	3
BSBADM311A	Maintain business resources	3
BSBADM407B	Administer projects	3
BSBADM409A	Coordinate business resources	3
BSBADM502B	Manage meetings	3
BSBADM504B	Plan or review administration systems	3
BSBATSIC411C	Communicate with the community	3
BSBAUD402B	Participate in a quality audit	3
BSBCMM401A	Make a presentation	3
BSBCUS201A	Deliver a service to customers	3
BSBCUS301A	Deliver and monitor a service to customers	3
BSBCUS401A	Coordinate implementation of customer service strategies	3
BSBCUS402A	Address customer needs	3
BSBCUS403A	Implement customer service standards	3
BSBEBU401A	Review and maintain a website	3
BSBEBU501A	Investigate and design e business solutions	3
BSBFIA301A	Maintain financial records	3
BSBFIA302A	Process payroll	3
BSBFIA303A	Process accounts payable and receivable	3
BSBFIA401A	Prepare financial reports	3
BSBFIA402A	Report on financial activity	3

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Code	Name	Volume
BSBFIM501A	Manage budgets and financial plans	3
BSBFIM502A	Manage payroll	3
BSBFLM303C	Contribute to effective workplace relationships	3
BSBFLM306C	Provide workplace information and resourcing plans	3
BSBFLM309C	Support continuous improvement systems and processes	3
BSBFLM311C	Support a workplace learning environment	3
BSBFLM312C	Contribute to team effectiveness	3
BSBHRM401A	Review human resources functions	3
BSBHRM402A	Recruit, select and induct staff	3
BSBHRM501A	Manage human resources services	3
BSBHRM506A	Manage recruitment selection and induction processes	3
BSBINM201A	Process and maintain workplace information	3
BSBINM301A	Organise workplace information	3
BSBINM401A	Implement workplace information system	3
BSBINM501A	Manage an information or knowledge management system	3
BSBINN301A	Promote innovation in a team environment	3
BSBINN502A	Build and sustain an innovative work environment	3
BSBINM601A	Manage knowledge and information	3
BSBITS401A	Maintain business technology	3
BSBITU203A	Communicate electronically	3
BSBITU305A	Conduct online transactions	3

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Code	Name	Volume
BSBITU306A	Design and produce business documents	3
BSBITU307A	Develop keyboarding speed and accuracy	3
BSBITU309A	Produce desktop published documents	3
BSBITU404A	Produce complex desktop published documents	3
BSBLED401A	Develop teams and individuals	3
BSBLED501A	Develop a workplace learning environment	3
BSBMGT401A	Show leadership in the workplace	3
BSBMGT402A	Implement operational plan	3
BSBMGT403A	Implement continuous improvement	3
BSBMGT404A	Lead and facilitate off site staff	3
BSBMGT502B	Manage people performance	3
BSBMGT515A	Manage operational plan	3
BSBMGT516C	Facilitate continuous improvement	3
BSBMGT605B	Provide leadership across the organisation	3
BSBMGT616A	Develop and implement strategic plans	3
BSBMGT617A	Develop and implement a business plan	3
BSBMKG413A	Promote products and services	3
BSBOHS407A	Monitor a safe workplace	3
BSBPMG510A	Manage projects	3
BSBPUR401B	Plan purchasing	3
BSBPUR402B	Negotiate contracts	3
BSBPUR501B	Develop, implement and review purchasing strategies	3
BSBPUR502B	Manage supplier relationships	3

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Code	Name	Volume
BSBPUR504B	Manage a supply chain	3
BSBREL401A	Establish networks	3
BSBRES401A	Analyse and present research information	3
BSBRKG304B	Maintain business records	3
BSBRSK401A	Identify risk and apply risk management processes	3
BSBSMB301A	Investigate micro business opportunities	3
BSBSMB401A	Establish legal and risk management requirements of small business	3
BSBSMB402A	Plan small business finances	3
BSBSMB403A	Market the small business	3
BSBSMB404A	Undertake small business planning	3
BSBSMB405A	Monitor and manage small business operations	3
BSBSMB406A	Manage small business finances	3
BSBSMB407A	Manage a small team	3
BSBRKG402B	Provide information from and about records	3
BSBSUS201A	Participate in environmentally sustainable work practices	3
BSBSUS501A	Develop workplace policy and procedures for sustainability	3
BSBWOR204A	Use business technology	3
BSBWOR301A	Organise personal work priorities and development	3
BSBWOR401A	Establish effective workplace relationships	3
BSBWOR402A	Promote team effectiveness	3
BSBWOR404B	Develop work priorities	3

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Code	Name	Volume
BSBWOR501B	Manage personal work priorities and professional development	3
BSBWRK509A	Manage industrial relations	3
BSBWRT401A	Write complex documents	3
CHCCD404D	Develop and implement community programs	3
FDFFS2001A	Implement the food safety program and procedures	3
FDFFS3001A	Monitor the implementation of quality and food safety programs	3
FDFOP1005A	Operate basic equipment	3
FDFOP1006A	Monitor process operation	3
FDFOP1007A	Participate effectively in a workplace environment	3
FDFOP1009A	Follow work procedures to maintain quality	3
FDFOP2010A	Work with temperature controlled stock	3
FDFOP2011A	Conduct routine maintenance	3
FDFOP2013A	Applying sampling procedures	3
FDFOP2019A	Fill and close product in cans	3
FDFOP2023A	Operate a packaging process	3
FDFOP2028A	Operate a mixing or blending process	3
FDFOP2036A	Operate an extrusion process	3
FDFOP2040A	Operate a heat treatment process	3
FDFOP2044A	Operate a retort process	3
FDFOP2045A	Operate pumping equipment	3
FDFOP2046A	Operate a production process	3
FDFOP2056A	Operate a freezing process	3

Code	Name	Volume
FDFOP2061A	Use numerical applications in the workplace	3
FDFOP2063A	Apply quality systems and procedures	3
FDFOP3003A	Operate interrelated processes in a production system	3
FDFOP3004A	Operate interrelated processes in a packaging system	3
FDFPPL3002A	Report on workplace performance	3
FDFPPL3003A	Support and mentor individuals and groups	3
FDFTEC3001A	Participate in HACCP team	3
FDFTEC3002A	Implement the pest prevention program	3
FDFTEC3003A	Apply raw materials, ingredient and process knowledge to production problems	3
FNSACC301A	Process financial transactions and extract interim reports	3
FNSORG604A	Establish outsourced services and monitor performance	3
FPICOT2233A	Navigate in forest areas	3
FPIFGM2201A	Collect seed	3
FPIFGM3202A	Extract seed	3
HLTFA301B	Apply first aid	3
LGACOM502B	Devise and conduct community consultations	3
MEM15001B	Perform basic statistical quality control	3
MEM18001C	Use hand tools	3
MEM18002B	Use power tools/hand held operations	3
MSACMC210A	Manage the impact of change on own work	3
MSACMC410A	Lead change in a manufacturing environment	3

Code	Name	Volume
MSACMC411A	Lead a competitive manufacturing team	3
MSACMC413A	Lead team culture improvement	3
MSACMS200A	Apply competitive manufacturing practices	3
MSACMS201A	Sustain process improvements	3
MSACMS400A	Implement a competitive manufacturing system	3
MSACMS401A	Ensure process improvements are sustained	3
MSACMS405A	Lead a manufacturing team using a balanced score card approach	3
MSACMT221A	Apply Just in Time (JIT) procedures	3
MSACMT230A	Apply cost factors to work practices	3
MSACMT231A	Interpret product costs in terms of customer requirements	3
MSACMT240A	Apply 5S procedures in a manufacturing environment	3
MSACMT250A	Monitor process capability	3
MSACMT251A	Apply quality standards	3
MSACMT260A	Use planning software systems in manufacturing	3
MSACMT261A	Use SCADA systems in manufacturing	3
MSACMT280A	Undertake root cause analysis	3
MSACMT281A	Contribute to the application of a proactive maintenance strategy	3
MSACMT421A	Facilitate a Just in Time (JIT) system	3
MSACMT423A	Monitor a manufacturing levelled pull system	3
MSACMT430A	Improve cost factors in work practices	3
MSACMT432A	Analyse manual handling processes	3
MSACMT440A	Lead 5S in a manufacturing environment	3

Code	Name	Volume
MSACMT441A	Facilitate continuous improvement in manufacturing	3
MSACMT450A	Undertake process capability improvements	3
MSACMT451A	Mistake proof a production process	3
MSACMT452A	Apply statistics to processes in manufacturing	3
MSACMT453A	Use six sigma techniques	3
MSACMT460A	Facilitate the use of planning software systems in manufacturing	3
MSACMT461A	Facilitate SCADA systems in a manufacturing team or work area	3
MSACMT482A	Assist in implementing a proactive maintenance strategy	3
MSACMT483A	Support proactive maintenance	3
MSACMC611A	Manage people relationships	3
MSACMS600A	Develop a competitive manufacturing system	3
MSACMT620A	Develop quick changeover procedures	3
MSACMT650A	Determine and improve process capability	3
MSACMT670A	Develop and manage sustainable energy practices	3
MSAPMOPS405A	Identify problems in fluid power system	3
MSAPMOPS406A	Identify problems in electronic control systems	3
MSAPMPER300B	Issue work permits	3
MSAPMSUP303A	Identify equipment faults	3
MSAPMSUP390A	Use structured problem solving tools	3
MSAPMSUP310A	Contribute to the development of plant documentation	3
MSL924001A	Process and interpret data	3

Code	Name	Volume
MSL933001A	Maintain the laboratory/field workplace fit for purpose	3
MSL973001A	Perform basic tests	3
MTMCOR402B	Facilitate Quality Assurance process	3
MTMMP70C	Participate in OH&S risk control process	3
MTMMP72C	Facilitate hygiene and sanitation performance	3
MTMMP77C	Participate in product recall	3
MTMMP83C	Establish sampling program	3
MTMP2002B	Prepare animals for slaughter	3
MTMPS5603B	Develop, manage and maintain quality systems	3
MTMPSR406B	Manage and maintain a food safety plan	3
MTMPSR5601B	Design and manage the food safety system	3
MTMS34C	Prepare product formulations	3
MTMS38C	Smoke product	3
PSPETHC301B	Uphold the principles and values of public service	3
PSPETHC401A	Uphold and support the values and principles of public service	3
PSPFRAU401B	Monitor data for indicators of fraud	3
PSPLEGN301B	Comply with legislation in the public sector	3
PSPPOL501A	Develop organisation policy	3
PSPPOL601A	Develop public policy	3
PSPREG401C	Exercise regulatory powers	3
PSPREG404C	Investigate non-compliance	3
PSPREG407B	Produce formal record of interview	3

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Code	Name	Volume
PSPREG409B	Prepare a brief of evidence	3
PSPREG410B	Give evidence	3
PSPREG411A	Gather information through interviews	3
PSPREG412A	Gather and manage evidence	3
PSPREG415A	Receive and validate data	3
PSPREG418A	Advise on progress of investigations	3
PSPREG502A	Coordinate investigation processes	3
PUAPOL028B	Manage investigation information processes	3
PUAPOL030B	Review and evaluate major investigations	3
PUATEA001B	Work in a team	3
RIICCM205A	Carry out manual excavation	3
RIICCM208A	Carry out basic levelling	3
RIICCM211A	Erect and dismantle temporary fencing and gates	3
RIICRC208A	Lay pipes	3
RIISAM201A	Handle resources and infrastructure materials and safely dispose of non toxic materials	3
RIISAM203A	Use hand and power tools	3
RIISAM204A	Operate small plant and equipment	3
SIRRMER001A	Merchandise food products	3
SIRRMER003A	Prepare and display fast food items	3
SIRRRPK001A	Advise on food products and services	3
SIRXCCS001A	Apply point-of-sale handling procedures	3
SIRXCCS002A	Interact with customers	3
SIRXCCS003A	Coordinate interaction with customers	3

Code	Name	Volume
SIRXCLM001A	Organise and maintain work areas	3
SIRXCLM002A	Manage store facilities	3
SIRXFIN001A	Balance point-of-sale terminal	3
SIRXICT001A	Operate retail technology	3
SIRXICT003A	Operate retail information technology systems	3
SIRXINV001A	Perform stock control procedures	3
SIRXINV002A	Maintain and order stock	3
SIRXINV005A	Control inventory	3
SIRXMER002A	Coordinate merchandise presentation	3
SIRXMER004A	Manage merchandise and store presentation	3
SIRXMGT001A	Coordinate work teams	3
SIRXOHS002A	Maintain store safety	3
SIRXRSK001A	Minimise theft	3
SIRXRSK002A	Maintain store security	3
SIRXRSK004A	Control store security	3
SIRXSLS001A	Sell products and services	3
SIRXSLS002A	Advise on products and services	3
SITHACS006B	Clean premises and equipment	3
SITHCCC003A	Receive and store kitchen supplies	3
SITXCOM003A	Deal with conflict situations	3
SITXINV001A	Receive and store stock	3
SITXINV002A	Control and order stock	3
SITXMPR001A	Coordinate production of brochures and marketing materials	3

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Code	Name	Volume
SITXMPR002A	Create a promotional display or stand	3
SITXMPR004A	Coordinate marketing activities	3
SITXMPR005A	Develop and manage marketing strategies	3
SROODR002A	Plan outdoor recreation activities	3
SROOPS002B	Plan for minimal environmental impact	3
SROSCB001A	SCUBA dive in open water to a maximum depth of 18 metres	3
SRXGRO002A	Deal with conflict	3
SUGPOBB2A	Operate a boiler - basic	3
SUGPWWT2A	Operate a waste water treatment system	3
TAADEL502B	Facilitate action learning projects	3
TAEASS301A	Contribute to assessment	3
TAEASS401A	Plan assessment activities and processes	3
TAEASS402A	Assess competence	3
TAEASS403A	Participate in assessment validation	3
TAEASS502A	Design and develop assessment tools	3
TAEDEL301A	Provide work skill instruction	3
TAEDEL401A	Plan, organise and deliver group-based learning	3
TAEDEL402A	Plan, organise and facilitate learning in the workplace	3
TDMMB4507A	Monitor condition and seaworthiness of a small vessel up to 24 metres	3
TDMMC707C	Apply seamanship skills and techniques when operating a small vessel within limits of responsibility of a Coxswain	3
TDMMC907C	Manoeuvre a domestic vessel within limits of responsibility of a Coxswain	3

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Code	Name	Volume
TDMME1107A	Contribute to effective communications and teamwork on a coastal vessel	3
TDMME507B	Transmit and receive information by marine radio or telephone	3
TDMMF1007B	Provide elementary first aid	3
TDMMF1107B	Survive at sea in the event of vessel abandonment	3
TDMMF3207C	Apply domestic regulations and industry practices when operating a small coastal vessel	3
TDMMF5407A	Observe safety and emergency procedures on a coastal vessel	3
TDMMF5507A	Fight and extinguish fires on board a coastal vessel	3
TDMMH1207B	Plan and navigate a short voyage within inshore limits	3
TDMMR3007B	Operate and carry out basic service checks on small vessel marine propulsion systems	3
TDMMR3107B	Operate and carry out basic servicing on auxiliary systems	3
TDMMR3207B	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	3
TDMMR5407B	Carry out refuelling and fuel transfer operations	3
TDMMU507B	Ensure compliance with environmental considerations in a small domestic vessel	3
TLIA2009A	Complete and check import/export documentation	
TLIA2014A	Use product knowledge to complete work operations	3
TLIA4025A	Regulate temperature controlled stock	3
TLID1001A	Shift materials safely using manual handling	3

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Code	Name	Volume
	methods	
TLID1002A	Shift a load using manually-operated equipment	3
TLID2004A	Load and unload goods/cargo	3
TLID2010A	Operate a forklift	3
TLID2013A	Move materials mechanically using automated equipment	3
TLID3033A	Operate a vehicle-mounted mobile crane	3
TLILIC3006A	Licence to operate a non-slewing mobile crane (greater than 3 tonnes capacity)	3
TLILIC3008A	Licence to operate a slewing mobile crane (up to 20 tonnes)	3
TLIR4002A	Source goods/services and evaluate contractors	3
TLIR4003A	Negotiate a contract	3

Assessment Guidelines Overview

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.
Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.
Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.
Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package
- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

(a)   assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance

(b)   assessment of knowledge and skills must be integrated with their practical application

(c)   judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough *appropriate* evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.   Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

 Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance.   Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration.*
The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*..

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration.*

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the *AQF Implementation Handbook*—available on the AQF Council website <www.aqf.edu.au >

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

> *Licensing and registration requirements that apply to specific industries, and VET, vary between each state and territory and can regularly change. The developers of this Training Package and DEEWR consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.*

Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact AgriFood Skills Australia at **www.agrifoodskills.net.au.**

Requirements for RTOs including Assessors

In order to conduct training and assessment for statutory licensing, other industry registration or regulatory requirements, RTOs and assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.
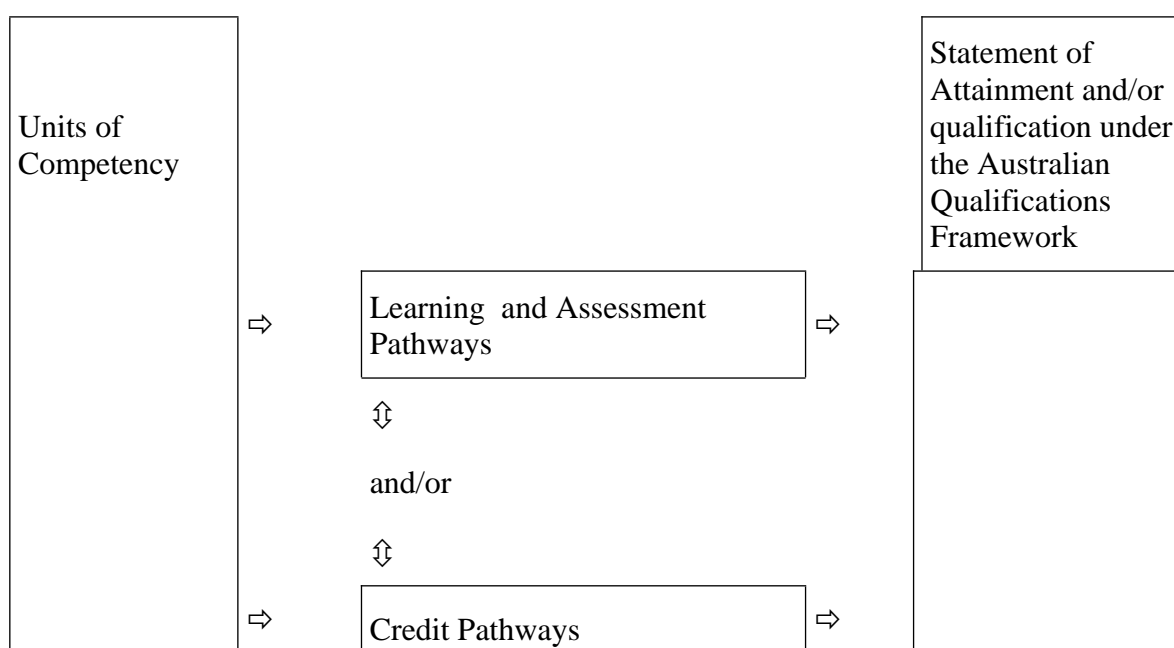
Reference	License/Registration/Regulation	Jurisdiction	Requirements
SFIAQUA units that involve stock	Animal welfare legislation, regulations and codes of practice	Federal as well as all states and territories	RTO and workers should consult with the relevant regulatory authority before undertaking this work
SFIPROC units	Food safety	All states and territories	RTO and workers should consult with the regulatory authority before undertaking this work
SFIDIVE units	OHS, diving standards	All states and territories	RTO and workers should consult with the regulatory authority before undertaking this

			work

Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS

These requirements may be met through

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.

Units of Competency	⇨	Learning and Assessment Pathways	⇨	Statement of Attainment and/or qualification under the Australian Qualifications Framework
		⇕		
		and/or		
		⇕		
	⇨	Credit Pathways	⇨	

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(RPL and Credit Transfer)
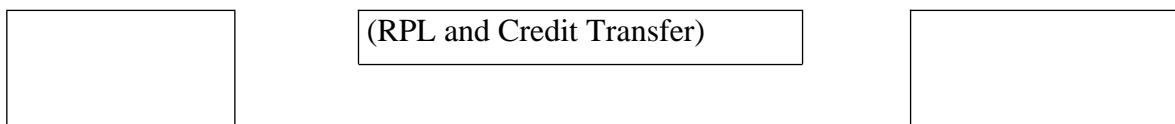
Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package , the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways
Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process. Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.
Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.
Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.
The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;
- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.
-

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

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Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual *components of one qualification* are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.
In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements
This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies
The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

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1.4   Training and assessment are conducted by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <*www.ntis.gov.au*>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5   Assessment, including Recognition of Prior Learning (RPL):

a) meets the requirements of the relevant Training Package or accredited course
b) is conducted in accordance with the principles of assessment and the rules of evidence
c) meets workplace and, where relevant, regulatory requirements
d) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.
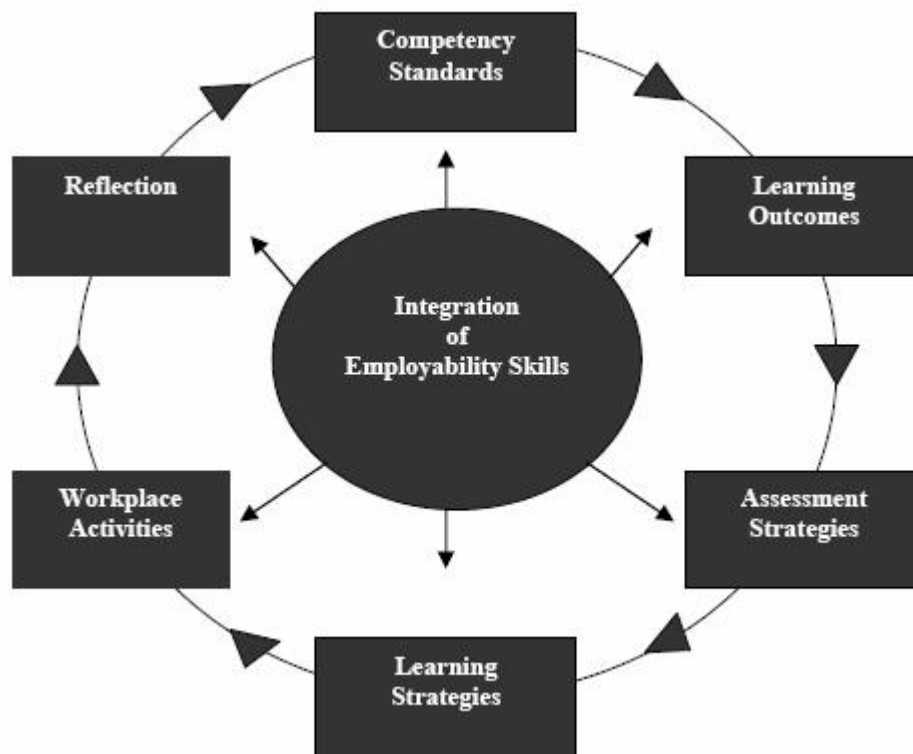
Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.
The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>
For more information on Employability Skills in
AgriFood Skills Australia Training Packages go to the AgriFood Skills Australia website at www.agrifoodskills.net.au
Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au "

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. *Go to http://www.deewr.gov.au/tpdh/Pages/home.aspx* .

Further Sources *of Information*

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

AgriFood Skills Australia

PO Box 5450 Kingston ACT 2604
Telephone: 02 6163 7200
Facsimile: 02 6163 7299
Email: reception@agrifoodskills.net.au
Website: www.agrifoodskills.net.au

Technical and Vocational Education and

Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne
VIC 3150
PO Box 12211, A'Beckett Street Post Office,
Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAE10 Training and
Education Training Package contact:
Innovation & Business Skills Australia
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Email: virtual@ibsa.org.au
Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 <www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and *AQTF 2010 Users' Guide to the Essential Standards for Registration – http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx*

For general information and resources go to http://www.training.com.au/

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>
The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.
http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx

A**ssessment Resources**

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.
RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.
Resources can be purchased or accessed from:

- TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

    http://www.productservices.tvetaustralia.com.au/

Assessment Guidelines

Licensing/Registration Requirements

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Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact AgriFood Skills Australia at **www.agrifoodskills.net.au.**

Requirements for RTOs including Assessors

In order to conduct training and assessment for statutory licensing, other industry registration or regulatory requirements, RTOs and assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

Reference	License/Registration/Regulation	Jurisdiction	Requirements
SFIAQUA units that involve stock	Animal welfare legislation, regulations and codes of practice	Federal as well as all states and territories	RTO and workers should consult with the relevant regulatory authority before undertaking this work
SFIPROC units	Food safety	All states and territories	RTO and workers should consult with the regulatory authority before undertaking this work
SFIDIVE units	OHS, diving standards	All states and territories	RTO and workers should consult with the regulatory authority before undertaking this work

Requirements for Assessors
Assessors will be required to meet the AQTF Essential Conditions and Standards. This includes meeting the required licensing, registration or regulatory requirements as well as demonstrated technical competency for the SFI units assessed.

Requirements for Candidates

Requirements for RTOs
RTOs need to take into account a range of considerations when designing assessment strategies. In particular, the majority of units have been written with a focus on a workplace assessment environment. Where this is obligatory it is identified in the unit of competency. Wherever possible integrated (holistic) assessment is the preferred means of assessment. Holistic assessment should reflect the grouping of competencies as they would be demonstrated in an actual work role. The context of assessment is defined in each unit of competency. **Design of assessment** The design of assessment needs to ensure that all aspects of competency are covered: • task skills (performance of individual tasks) • job/role environment skills (deals with the responsibilities and expectations of the workplace) • relevant underpinning knowledge and where qualification levels require: • task management skills (managing a number of different tasks within the job) • contingency management skills (responding to problems, breakdowns and changes in routine). **Evidence gathering methods** Evidence gathering methods must be gender and culturally-inclusive and take into account the language, literacy and numeracy skills of both candidate and assessor. Assessors may consider: • incorporating a range of assessment techniques • integrating the assessment of units related to the performance of 'whole of work' tasks, roles or functions • using a holistic approached which combines knowledge, understanding, problem-solving, technical skills and applications to new situations into the assessment process • assessing in the workplace (wherever possible), using familiar skills and materials

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- eliminating any unnecessary reading or written assessment (if these skills are not required to do the job, they should not be part of the assessment)
- ensuring understanding of questions by rephrasing to clarify and using the language and terms of the job and the workplace
- encouraging the candidate to ask questions to clarify instructions
- providing clarification of purpose and process of assessment
- considering cultural and gender issues when setting up the assessment.

Workplace assessment considerations

Where assessment is occurring in the workplace, assessors should consult on the assessment process with the parties involved. Candidates should be briefed on the process of making judgements against the standards and made to feel as relaxed as possible.

The assessment should take place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management. Third party reports of workplace performance, if available, are helpful for this.

Consider the other staff in the workplace likely to be affected by the process. All staff directly or indirectly involved in the process should be briefed on the factors which will impact on them, such as duration or changes in work routine.

Ensure that assessment is as compatible as possible with the normal pattern of work and causes minimal disruption. Assessment resources for this Training Package should provide ways in which to address these matters.

Assessment in a simulated environment

Where assessment is occurring out of the workplace, it is important to ensure that:

- the assessment takes place in a situation as close as possible to workplace reality
- all aspects of competency are assessed
- the assessment takes place over a reasonable length of time so that the candidate has the opportunity to demonstrate work responsibility and contingency management (third party reports of workplace performance, if available, are helpful for this)
- equipment, resources and documents used in assessment closely reflect workplace reality.

It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. The simulation or assessment environment must provide opportunities to:

- demonstrate use of required equipment and other resources
- show the complexity of dealing with multiple tasks
- reflect time pressures and deadlines
- involve prioritising among competing tasks
- deal with customers/clients, including difficult ones

- work with others in a team
- communicate with diverse groups
- find, discuss and test solutions to problems
- explore environmental sustainability issues
- explore health and safety issues
- answer practically-oriented, applied knowledge questions
- show the level of verbal and written expression sufficient for, but not exceeding, the work requirements.

Training and assessment in remote and regional areas
Training and assessing candidates in remote and regional areas present a range of challenges. These include:

- lack of numbers preventing the establishment of traditional class sizes
- physical remoteness of some communities, where access to training facilities is limited
- scarcity of trainers with the required industry experience
- scarcity of physical training resources (e.g. current and emerging technology).

Some options for overcoming these challenges include:

- partnerships between RTOs to establish classes, i.e. programs delivered on a regional rather than local basis
- delivering certain units by distance mode
- partnerships between industry and RTOs to share resources and personnel
- partnerships between schools and RTOs
- recruiting suitably qualified workplace supervisors to oversee instruction and assessment on the job
- travelling to remote workplaces to provide instruction and assessment
- use of technology (e.g. email, video demonstration, CDs and internet) and self-paced resources
- use of block release delivery methodology.

Training and assessment for schools
Implementation of SFI11 Seafood Industry Training Package within the school sector needs to ensure the following:

- currency of skills and knowledge of those charges with training and assessing students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

It is recommended that delivery of qualifications in schools should only include

Certificates I and II.

Industry Assessment Contextualisation 1

Employability Skills in the industry context

Industry Assessment Contextualisation 2

Assessment for equity groups

It is important that assessment processes take into account a diversity of individual needs and learning styles related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.

Some inclusive assessment practices which will enhance the learning of all students include:

- know what, in particular, you are assessing, and make this clear to students
- create assessment activities in which students have the opportunity to link their learning to what they already know
- make your expectations clear
- make explicit the way in which competency will be assessed, both in discussion with the class beforehand and prior to any assessment activities
- provide alternative pathways to stated outcomes: allow for flexibility in approach, organisation and assessment. The greater the diversity of methods of assessment, the fairer the process for the greatest number of students
- make accommodations based on individual circumstance and need. Remember that students may need the opportunity to experiment to find the adaptation or accommodation which best meets their learning needs
- include self-assessment as a component of the course. Self-assessment involves discussion with students about the criteria according to which they assess their own performance and the level of performance required for different levels
- discuss assessment alternatives with staff with previous experience teaching students with disabilities. You (and your department) should regularly review any alternative arrangements to ensure that these meet both the student's needs (which may change over time) and stated course outcomes.

Assessment for Indigenous learners

There is evidence that Aboriginal and Torres Strait Islander people, both traditional and contemporary, approach learning differently from the Western intellectual tradition, which is relevant to effective training and assessment. It is understood that Aboriginal and Torres Strait Islander people may:

· learn better in groups than individually

· learn better in the surroundings of their community than in an institutional environment

· prefer oral communications to written forms

· learn on the basis of trial and error in the presence of an experienced person in preference to concept building approaches

· have a highly-developed sense of spatial relations by which they learn; hence stories, maps and pictures would be preferable to oral explanations.

To be effective, it is necessary that training and assessment recognises, adopts and practises appropriate delivery and assessment approaches.

Trainers and assessors who are not Aboriginal or Torres Strait Islanders need information on aspects of Aboriginal and Torres Strait Islander culture. They need to work closely with Aboriginal and Torres Strait Islander people to adopt practices that reflect Aboriginal and Torres Strait Islander approaches. The community should be asked to identify experts to provide information and to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an RTO can establish and maintain culturally appropriate training and assessment practices, including:

· ensuring a high proportion of Aboriginal and Torres Strait Islander participation in all aspects of planning, development, delivery and evaluation

· establishing and maintaining a collaborative relationship with local Aboriginal and Torres Strait Islander communities

· as a mainstream (non-Indigenous) RTO, establishing auspice relationships with Aboriginal and Torres Strait Islander organisations and individuals, including direct and indirect involvement of persons identified as appropriate by the local community

· ensuring ongoing training of non-Aboriginal and Torres Strait Islander staff at all levels of the RTO, delivered by Aboriginal and Torres Strait Islander personnel.

A flexible approach to assessment will be required by RTOs in order to meet the requirements of Aboriginal and Torres Strait Islander organisations and individuals under this domain within the SFI11 Seafood Industry Training Package. Principles that underpin assessment include:

· assessment should be transparent, i.e. clearly seen and understood by the candidate and others

· assessment should empower the candidate on the basis of consent, self-assessment and responsibility for the process

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- assessment should involve designated community experts working in collaboration with RTO assessors in order to provide appropriate recognition of cultural and community skills and knowledge
- assessments must provide constructive feedback to candidates and support for further competency development.

Assessors may exercise limited discretion in response to organisational or individual requirements, but any changes must not alter the meaning or integrity of the unit of competency. *Refer to the section on Competency Standards for more information.*

Assessment for people with a disability

A disability presents some impairment to everyday activity. Some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment which is compensated for by a hearing aid may function without any adjustments. While some people with a disability may have an impairment because of the environment, not the disability itself. For example, hearing loss can be accentuated in a room with loud, competing noise and poor acoustics.
A disability may affect or relate to a range of human functions, including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illnesses or birth.
It is important to remember that it is not the disability itself that should be of interest but its impact on the student's ability to access material and demonstrate knowledge.
Training providers have a legal obligation under the Disability Standards for Education to ensure that students who have a disability are able to access and participate in education without experiencing discrimination. The information provided below is aimed at assisting teachers/trainers to meet the reasonable adjustment needs of people who have a disability.

Adjustments in training and assessment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards that employers and training providers expect. Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place. Training and assessment can be made more appropriate and fairer for a person who has a disability through attitude, preparation and application.

Attitude

The attitude of others is often the greatest barrier for people who have a disability. While most people who have a disability will only ever require minor adjustments to ensure learning is positive, some will require additional support. There are many support agencies that can provide advice, however teachers/trainers may need to take additional time to ensure their teaching/training meets the learning support needs of the individual concerned.
Positive language creates an atmosphere of mutual respect, which is essential to learning. For example, using language that identifies learners as people rather than language that identifies them by one of their characteristics conveys that the person is more important than the characteristic, such as the difference between a 'person who has an intellectual disability' and an 'intellectually disabled person'. A person who has an intellectual disability could also be identified by a range of equally important

characteristics – height, age, sporting interests, etc. However, the term 'intellectually disabled person' refers to the disability as the major, and often only, defining characteristic.

Preparation

It is important to identify any functional issues arising from the nature and extent of a person's disability. This can usually be done by discussing such issues with the individual. In most cases, this consultation will identify reasonable adjustment needs which can be put into place. There are many simple things that teachers/trainers can do to make reasonable adjustments to enable individuals who have a disability to succeed in training and assessment. In some cases, professional support may be required.

Application

Once reasonable adjustments have been implemented it is important to monitor and evaluate what has been done to ensure the best environment for continuous learning because:

- adjustments may only need to be temporary – i.e. mechanisms may only need to be in place during an induction period or due to a temporary disability, in which case evaluation will ensure appropriateness without the need for ongoing monitoring
- adjustments may need reinforcing – when adjustments need to be ongoing, monitoring may reinforce patterns of behaviour in order for them to become 'natural'
- adjustments may need improving – where adjustments are ongoing or substantial, a commitment to continuous improvement is recommended through monitoring.

In most cases an informal discussion with the person concerned may be all that is necessary. However, should adjustments be substantial, or a learner not be acquiring competence at a reasonable rate, a more formal process may be required. This may include:

- performance indicators – training providers, learners and employers should have agreed indicators of performance which can be measured and monitored
- independent support – a third party, independent of the training and/or assessment environment, may need to be involved
- experimentation – if existing adjustments are not proving satisfactory, creative solutions may be needed
- continuing review – formal monitoring is encouraged if adjustments are changed or if substantial adjustments are necessary.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the National Disability Coordination Officer Program, which 'provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training' (www.deewr.gov.au). The Disability Education Standards Guidance Notes can also be accessed at on the DEEWR web site at:
www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/
Disability_Standards_Education_Guidance_Notes_pdf.

Reasonable adjustment

Below are some of the practical things that can be done as part of providing reasonable

adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of disability	Reasonable adjustment
Acquired brain injury	• Memory aids (posters, notes, etc.) • Reflective listening skills • Stress minimisation • Time and patience.
Hearing impairment	• Audio loops for people using hearing aids • Plain English documents • Fire and alarm systems with flashing lights • Sign language interpreters • Telephone typewriters.
Intellectual disability	• Additional time • Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) • Mentors • Plain English documents • Practical learning sessions • Repetition of learning exercises.
Mobility impairment	• Access to aids, such as for holding documents • Adjustable tables • Lifting limits • Note-taking support • Verbal rather than written presentations • Personal computers • Wheelchair access.
Psychiatric disability	• Identification and avoidance of stresses • Ongoing rather than formal assessments • Reflective listening skills • 'Time-out' breaks in assessment.
Speech impairment	• Information summaries • Stress minimisation • Time and patience • Written rather than verbal opportunities • Additional writing time for assignments and tests.
Vision impairment	• Audiotapes • Braille translations • Enlarged computer screen images

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	• Enlarged text and images
	• Good lighting or reading lamps
	• Guide dog provision
	• Informing the person before moving furniture
	• Voice synthesisers on computers.

• Training and assessment resources and information for equity groups

The following references provide a range of information and resources related to training and assessment for equity groups.

• The Australian Disability Clearing House on Education and Training www.adcet.edu.au website includes resources and articles about the training and assessment of people with a disability.

• Information source for Aboriginal and/or Torres Strait Islander people training and assessment include: National Aboriginal and Torres Strait Education website: www.natsiew.nexus.edu.au . In addition most State and Territory Education Departments have an Aboriginal and/or Torres Strait Islander Unit who may be able to provide advice and information.

• The Working with Diversity web site at www.westone.gov.au/workingwithdiversity includes a range of resources including:

• *Working with diversity: A Guide to Equity and the AQTF*

• *Working with diversity: Quality Training for Indigenous Australians*

• *Working with diversity: Quality Training for People with a Disability*

• Other relevant, up to date resources may be available in the resources section of the Skills area of the Department of Education, Employment and Workplace Relations at www.deewr.gov.au.

• Other informative resources include:

LiteracyNet at www.literacynet.deewr.gov.au. The site contains key information about Australian adult literacy activities and links to a range of additional program, professional development, resource and research sites.

Contacts

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Appendices

Appendices

Appendices

National Project Reference Group Phase 1 and 2:

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Rory Byrne	Seafood Training Tasmania
Barbara McPherson	Project Consultant for the Seafood Industry Training Package Review
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Elizabeth Owers, replaced by Margaret Thornton in Nov 2009	Quality Tertiary Education Policy Directorate *(South Australian State Training Authority)*
Juanita Caddy, replaced by Tammy Pavelic in Nov 2009	Department of Education, Employment and Workplace Relations (DEEWR)

Consultation Register
The following individuals and organisations participated in the development process. The contribution of their expertise and input is greatly appreciated.

State	Stakeholder group	Organisation	Name
ACT	Industry Skills Council	AgriFood Skills Australia	David Greentree
ACT	Animal welfare	Animal Health Australia	Eva Bernoth
ACT	Environmental management	RCI Consultants Australian Centre for Environmental Compliance P/L	Roger Ilitch
National	Aquaculture	DOSAQUA	David O'Sullivan
National	Aquaculture	Pearl Producers Association	Brett McCallum
National	Processing	Seafood Excellence Australia	Roy Palmer

Vix	Industry association	Seafood Victoria	Ross McGowan
National	Industry Skills Council	Transport & Logistics Industry Skills Council	Patrick Kennedy
National	Maritime Industry Skills council	Transport and Logistics Industry Skills Council	Bob Evans
National	Ornamentals	Aquarium Industries	Shane Willis
National	Fisheries Compliance	Australian Fisheries Management Authority	Garry Hall
National	DEEWR	DEEWR	Juanita Caddy
National	Seafood Standing Committee	National Aquaculture Board	Justin Fromm
National	Indigenous fishing	National Native Title Tribunal	
National	Seafood Standing Committee	Seafood Standing Committee	Dexter Davies
National	Indigenous Aquaculture, Processing, Sales and distribution	VISC Victorian Indigenous Seafood Committee	Phillip Kerr
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NSW	Fisheries Compliance	Compliance Operations (Fisheries)	Tony Andrews
NSW	RTO	Illawarra Institute	John Boss
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NSW	Aquaculture, Processing, Sales and distribution	NatFish - NSW North Coast TAFE	Lisa Terry
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NSW	Fisheries Compliance	Tocal College	Cameron Archer
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NT	RTO	International College of Advanced Education Pty Ltd	Sean Mahoney
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NT	Seafood Standing Committee	NT Fishing Industry	Peter Manning
NT	Fishing	OceanWatch Australia Ltd	Lyn Lambeth
Qld	Fishing	ABOARD TRAINING AUSTRALIA PTY LTD	Frank Lee
QLD	Seafood Standing Committee	Australian Prawn Farmers Association	Helen Jenkins
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QLD	Aquaculture	Cairns TAFE	Joseph Coco
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QLD	Industry association	QLD Seafood Industry Association	Winston Harris
QLD	State Training Authority	QLD VET Development Centre	Walter Joycey
QLD	Industry association	Queensland Seafood Industry Association	Mike Wainman
QLD	Processing, Sales and distribution	Seafood Directions	Craig Winkle
QLD	Aquaculture	Sunshine Coast Institute of TAFE	Mark Oliver
QLD	Aquaculture, Processing, Sales and distribution	Sunshine Coast Institute of TAFE	Stuart Whitney
QLD	RTO	Tropical North Queensland Institute of TAFE	Sue Yang
QLD	RTO	Wide Bay Institute of TAFE	Ann-marie Chapman
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SA	Aquaculture	Australian Fisheries Academy	Lisa Toogood
SA	Fishing operations	Australian Fisheries Academy	Mark Stewart
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SA	RTO	Norgrove Training	Keith Reynolds
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SA	Fisheries compliance	Primary Industries and Resources SA	Ben Gramola

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SA	State Training Authority	Quality Directorate, SA	Margaret Thornton
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SA	RTO	Rural Solutions SA	Kelly Tape
SA	Fishing, Aquaculture	Seafood Training Centre of Excellence Inc	Samara Miller
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Tas	Aquaculture	Huon Aquaculture	Dave Wood
TAS	RTO	Learning Partners Pty Ltd	David Castle
Tas	Processing and Sales and distribution	National Centre for Marine Conservation and Resource Sustainability, AMC, University of Tasmania	David Milne
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Tas	Industry	Tassal Group Ltd	Danielle Foster

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Tas/Vic	Environmental management	Global Marine Resource Management PL	Paul McShane
Vic	RTO	Chisholm Institute	Trevor Lange
VIC	RTO	East Gippsland Institute of TAFE	Angela Hutson
Vic	RTO	Educational Development Services Dept, Chisholm TAFE	Philip Davey
Vic	Fisheries Compliance	Fisheries Victoria	Bob Hutton
VIC	RTO	Gordon Institute of TAFE	Grant Sutherland
VIC	RTO	Northern Melbourne Institute of TAFE	Brian MacDonald
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VIC	RTO	South West Institute of TAFE	Joe Piper
Vic	RTO	The Work Lab	Liz Perrott
VIC	RTO	Training and Quality Management Services Pty Ltd	John Price
VIC	RTO	Workplace Learning Initiatives Pty Ltd	Dr Peter Waterhouse
WA	Diving		Peter Payne
WA	Maritime	Australasian Maritime Institute Pty Ltd	Martin Hall
WA	Aquaculture	Batavia Coast Maritime Institute	Michael Cheah
WA	RTO	Central West College of TAFE	Robert Verryt
WA	Aquaculture	Challenger TAFE	Giles Snedker
WA	Fishing - RTO	Challenger TAFE	Jean Menzies
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WA	Aquaculture	Kimberly TAFE, Broome	Jeff Cooper
WA	RTO	Law Enforcement Training Solutions PTY LTD	Tracy Martino
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WA	RTO	South West Regional College of TAFE	Yvette Chapman
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