SFI11 Seafood Industry Training Package

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# Modification History

### Version Modification History

| Version | Release Date | Comments |
| --- | --- | --- |
| 2.2 | 6 March 2015 | ISC Upgrades  Updated superseded imported units of competency. |
| 2.1 | 15 May 2014 | ISC Upgrades  Addition of two new Skill Sets:   * SFISS00013 Senior Deckhand Skill Set * SFISS00014 Skipper Skill Set   SFIAQUA221A Control predators and pests Correction to minor typographical error |
| 2 | 17 December 2013 | Eleven revised units of competency:   * SFIAQUA413A Develop emergency procedures for an aquaculture enterprise * SFIDIVE309A Work effectively as a diver in the seafood industry * SFIDIVE310A Perform diving operations using surface-supplied breathing apparatus * SFIDIVE311A Perform diving operations using self-contained underwater breathing apparatus * SFIDIVE312A Undertake emergency procedures in diving operations using surface-supplied breathing apparatus * SFIDIVE313A Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus * SFIDIVE314A Perform compression chamber diving operations * SFIDIVE315A Perform underwater work in the aquaculture sector * SFIDIVE316A Perform underwater work in the wild catch sector * SFIFISH211A Provide support for diving operations * SFIFISH312A Perform breath-hold diving operations   ISC Upgrades  Nine revised qualifications:   * SFI20111 Certificate II in Aquaculture * SFI20211 Certificate II in Fishing Operations * SFI30111 Certificate III in Aquaculture * SFI30211 Certificate III in Fishing Operations * SFI40111 Certificate IV in Aquaculture * SFI40311 Certificate IV in Seafood Industry (Environmental Management) * SFI40511 Certificate IV in Seafood Processing * SFI40611 Certificate IV in Seafood Industry Sales and Distribution * SFI50111 Diploma of Aquaculture |
| 1.3 | 20 August 2013 | ISC Upgrade  HLTFA301B Apply first aid replaced with HLTFA311A Apply first aid in response to regulatory changes |
| 1.2 | 12 June 2013 | ISC Upgrade  Addition of new SFISS00012 Abalone Diver Environmental Management Skill Set |
| 1.1 | 28 March 2013 | ISC Upgrades  Addition of two new Skill Sets:   * SFISS00010 Fish Processor Induction Skill Set * SFISS00011 Deckhand Induction Skill Set   TLID2010A Operate a forklift replaced with TLILIC2001A Licence to operate a forklift truck in response to regulatory changes  TLID3033A Operate a vehicle-mounted loading crane replaced with TLILIC0012A Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above)  Fixed typographical error in SFIFISH307C Perform breath-hold diving operations  Prerequisite units listed in packaging rules  Updated superseded equivalent imported units of competency |
| 1 | 22 July 2011 | Primary release |

# Imprint page

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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 2.2 - 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 AgriFood Skills Australia at http://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 Packages national code (which remains the same during its period of endorsement).

List of AQF Qualifications

| Qualification Code | Title |
| --- | --- |
| SFI10111 | Certificate I in Aquaculture |
| SFI10211 | Certificate I in Fishing Operations |
| SFI10511 | Certificate I in Seafood Processing |
| SFI20111 | Certificate II in Aquaculture |
| SFI20211 | Certificate II in Fishing Operations |
| SFI20411 | Certificate II in Fisheries Compliance Support |
| SFI20511 | Certificate II in Seafood Processing |
| SFI20611 | Certificate II in Seafood Industry (Sales and Distribution) |
| SFI30111 | Certificate III in Aquaculture |
| SFI30211 | Certificate III in Fishing Operations |
| SFI30311 | Certificate III in Seafood Industry (Environmental Management Support) |
| SFI30411 | Certificate III in Fisheries Compliance |
| SFI30511 | Certificate III in Seafood Processing |
| SFI30611 | Certificate III in Seafood Industry (Sales and Distribution) |
| SFI40111 | Certificate IV in Aquaculture |
| SFI40211 | Certificate IV in Fishing Operations |
| SFI40311 | Certificate IV in Seafood Industry (Environmental Management) |
| SFI40411 | Certificate IV in Fisheries Compliance |
| SFI40511 | Certificate IV in Seafood Processing |
| SFI40611 | Certificate IV in Seafood Industry (Sales and Distribution) |
| SFI50111 | Diploma of Aquaculture |
| SFI50211 | Diploma of Fishing Operations |
| SFI50411 | Diploma of Fisheries Compliance |
| SFI50511 | Diploma of Seafood Processing |

List of Units of Competency including Imported Units

#### SFI11 Units of Competency and their Prerequisite Requirements

| Unit Code | Unit Title | Prerequisite |
| --- | --- | --- |
| SFIAQUA102B | Carry out basic aquaculture activities |  |
| SFIAQUA201C | Collect broodstock and seedstock |  |
| SFIAQUA205C | Feed stock |  |
| SFIAQUA206C | Handle stock |  |
| SFIAQUA209C | Manipulate stock culture environment |  |
| SFIAQUA211C | Undertake routine maintenance of water supply and disposal systems and structures |  |
| SFIAQUA212C | Work with crocodiles |  |
| SFIAQUA213C | Monitor stock and environmental conditions |  |
| SFIAQUA214B | Produce algal or live-feed cultures |  |
| SFIAQUA215B | Carry out on-farm post-harvest operations |  |
| SFIAQUA216B | Harvest cultured or held stock |  |
| SFIAQUA217B | Maintain stock culture, holding and other farm structures |  |
| SFIAQUA219B | Operate and maintain high technology water treatment components |  |
| SFIAQUA220A | Use waders |  |
| SFIAQUA221A | Control predators and pests |  |
| SFIAQUA222A | Control diseases |  |
| SFIAQUA301C | Oversee and undertake effluent and waste treatment and disposal |  |
| SFIAQUA302C | Construct or install stock culture, holding and farm structures |  |
| SFIAQUA303C | Coordinate stock handling activities |  |
| SFIAQUA308C | Maintain water quality and environmental monitoring |  |
| SFIAQUA309C | Oversee harvest and post-harvest activities |  |
| SFIAQUA311B | Oversee production and maintain algal or live-feed cultures |  |
| SFIAQUA313B | Oversee operations of high technology water treatment components |  |
| SFIAQUA314A | Support hatchery operations |  |
| SFIAQUA315A | Oversee emergency procedures for on-land operations |  |
| SFIAQUA316A | Oversee the control of predators and pests |  |
| SFIAQUA317A | Oversee the control of diseases |  |
| SFIAQUA318A | Coordinate feed activities |  |
| SFIAQUA401C | Develop and implement a stock health program |  |
| SFIAQUA402C | Coordinate construction or installation of stock culture, holding and farm structures |  |
| SFIAQUA404C | Operate hatchery |  |
| SFIAQUA406C | Seed and harvest round pearls |  |
| SFIAQUA407C | Coordinate sustainable aquacultural practices |  |
| SFIAQUA408C | Supervise harvest and post-harvest activities |  |
| SFIAQUA409B | Implement, monitor and review stock production |  |
| SFIAQUA410B | Implement a program to operate, maintain or upgrade a system comprising high technology water treatment components |  |
| SFIAQUA411A | Manage water quality and environmental monitoring in enclosed systems |  |
| SFIAQUA413A | Develop emergency procedures for an aquaculture enterprise |  |
| SFIAQUA501C | Develop a stock nutrition program |  |
| SFIAQUA502C | Develop and implement an aquaculture breeding strategy |  |
| SFIAQUA503C | Establish an aquacultural enterprise |  |
| SFIAQUA504C | Plan environmentally sustainable aquacultural practices |  |
| SFIAQUA505C | Plan stock health management |  |
| SFIAQUA507C | Plan and design water supply and disposal systems |  |
| SFIAQUA508C | Plan and design stock culture or holding systems and structures |  |
| SFIAQUA509B | Develop stock production plan |  |
| SFIAQUA510B | Select, plan or design a system or facility utilising high technology water treatment components |  |
| SFICOMP201B | Undertake a local operation |  |
| SFICOMP202B | Conduct field observations |  |
| SFICOMP203B | Promote sustainable use of local marine and freshwater environments |  |
| SFICOMP204B | Present evidence in a court setting |  |
| SFICOMP205B | Communicate effectively in cross-cultural environments |  |
| SFICOMP302C | Exercise compliance powers |  |
| SFICOMP308C | Monitor fish catches for legal compliance |  |
| SFICOMP310C | Operate off-road vehicles |  |
| SFICOMP315A | Support the judicial process |  |
| SFICOMP316A | Gather, collate and record information |  |
| SFICOMP317A | Facilitate effective communication in the workplace |  |
| SFICOMP318A | Perform administrative duties |  |
| SFICOMP401C | Administer the district office |  |
| SFICOMP402C | Plan the surveillance operation |  |
| SFICOMP403C | Operate and maintain surveillance equipment |  |
| SFICOMP404C | Operate an observation post |  |
| SFICOMP405C | Perform post-surveillance duties |  |
| SFICOMP406C | Perform mobile surveillance |  |
| SFICOMP407C | Undertake prosecution procedures for magistrate’s court |  |
| SFICOMP409A | Plan and undertake patrol operations |  |
| SFICOMP410A | Promote fisheries management awareness programs |  |
| SFICOMP411A | Implement aquaculture compliance |  |
| SFICOMP412A | Operate in remote areas |  |
| SFICOMP413A | Maintain operational safety |  |
| SFICOMP414A | Manage own professional performance |  |
| SFICOMP415A | Board vessel at sea |  |
| SFICOMP501C | Conduct an investigative audit |  |
| SFICOMP502C | Contribute to fisheries management |  |
| SFICOMP503C | Undertake the prosecution in a trial |  |
| SFICORE101C | Apply basic food handling and safety practices |  |
| SFICORE103C | Communicate in the seafood industry |  |
| SFICORE105B | Work effectively in the seafood industry |  |
| SFICORE106B | Meet workplace OHS requirements |  |
| SFIDIST201C | Prepare, cook and retail seafood products |  |
| SFIDIST202C | Retail fresh, frozen and live seafood |  |
| SFIDIST301C | Wholesale product |  |
| SFIDIST401C | Buy seafood product |  |
| SFIDIST501C | Export product |  |
| SFIDIST502C | Import product |  |
| SFIDIVE309A | Work effectively as a diver in the seafood industry | HLTFA311A |
| SFIDIVE310A | Perform diving operations using SSBA | HLTFA311A |
| SFIDIVE311A | Perform diving operations using SCUBA | HLTFA311A |
| SFIDIVE312A | Undertake emergency procedures in diving operations using SSBA | HLTFA311A |
| SFIDIVE313A | Undertake emergency procedures in diving operations using SCUBA | HLTFA311A |
| SFIDIVE314A | Perform compression chamber diving operations | HLTFA311A |
| SFIDIVE315A | Perform underwater work in the aquaculture sector | HLTFA311A |
| SFIDIVE316A | Perform underwater work in the wild catch sector | HLTFA311A |
| SFIEMS201B | Participate in environmentally sustainable work practices |  |
| SFIEMS301B | Implement and monitor environmentally sustainable work practices |  |
| SFIEMS302B | Act to prevent interaction with protected species |  |
| SFIEMS401B | Conduct an internal audit of an environmental management system |  |
| SFIEMS501B | Develop workplace policy for sustainability |  |
| SFIFCHA301C | Develop information and advice on fishing charter trips |  |
| SFIFCHA302C | Operate an inshore day charter |  |
| SFIFCHA501C | Plan and manage extended fishing charter trips |  |
| SFIFISH211A | Provide support for diving operations | HLTFA311A |
| SFIFISH202C | Cook on board a vessel |  |
| SFIFISH203C | Maintain, prepare, deploy and retrieve trawls to land catch |  |
| SFIFISH204C | Maintain, prepare, deploy and retrieve pots and traps to land catch |  |
| SFIFISH205C | Maintain, prepare, deploy and retrieve drop lines and long lines to land catch |  |
| SFIFISH206C | Maintain, prepare, deploy and retrieve hand operated lines to land catch |  |
| SFIFISH207C | Maintain, prepare, deploy and retrieve beach seines, mesh nets or gill nets to land catch |  |
| SFIFISH208C | Maintain, prepare, deploy and retrieve purse seines to land catch |  |
| SFIFISH209C | Maintain the temperature of seafood |  |
| SFIFISH210C | Assemble and repair damaged netting |  |
| SFIFISH214B | Contribute to at-sea processing of seafood | SFICORE101C |
| SFIFISH215B | Apply deckhand skills aboard a fishing vessel |  |
| SFIFISH312A | Perform breath-hold diving operations | HLTFA311A |
| SFIFISH309B | Construct nets and customise design | SFIFISH210C |
| SFIFISH310A | Adjust and position fishing gear |  |
| SFIFISH311A | Operate vessel deck machinery and lifting appliance |  |
| SFIFISH401C | Locate fishing grounds and stocks of fish |  |
| SFIFISH402C | Manage and control fishing operations |  |
| SFILEAD401B | Develop and promote knowledge of the industry sector |  |
| SFILEAD402B | Negotiate effectively for the sector |  |
| SFILEAD403B | Demonstrate commitment and professionalism |  |
| SFILEAD407A | Provide expert information to a resource management group |  |
| SFILEAD408A | Analyse information to develop strategic seafood management options |  |
| SFILEAD409A | Negotiate collective outcomes within the resource management group process |  |
| SFILEAD501C | Develop and promote industry knowledge |  |
| SFILEAD502C | Shape strategic thinking |  |
| SFILEAD503C | Cultivate productive working relationships |  |
| SFILEAD504C | Plan and achieve change and results |  |
| SFILEAD505C | Communicate with influence |  |
| SFILEAD506C | Demonstrate personal drive and integrity |  |
| SFILEAD507C | Provide corporate leadership |  |
| SFIOBSV301B | Monitor and record fishing operations |  |
| SFIOBSV302B | Collect reliable scientific data and samples |  |
| SFIOBSV303B | Collect routine fishery management data |  |
| SFIOBSV304B | Analyse and report onboard observations |  |
| SFIOHS301C | Implement OHS policies and guidelines |  |
| SFIOHS501C | Establish and maintain the enterprise OHS program |  |
| SFIPROC101C | Clean fish | SFIPROC106B |
| SFIPROC102C | Clean work area |  |
| SFIPROC105B | Fillet fish and prepare portions | SFIPROC106B |
| SFIPROC106B | Work with knives |  |
| SFIPROC201C | Head and peel crustaceans |  |
| SFIPROC202C | Process squid, cuttlefish and octopus |  |
| SFIPROC203C | Shuck molluscs |  |
| SFIPROC302C | Handle and pack sashimi-grade fish |  |
| SFIPROC304B | Boil and pack crustaceans |  |
| SFIPROC305B | Slaughter and process crocodiles |  |
| SFIPROC401C | Evaluate a batch of seafood |  |
| SFIPROC402C | Maintain hygiene standards while servicing a food handling area |  |
| SFIPROC403C | Follow basic food safety practices |  |
| SFIPROC404C | Apply and monitor food safety requirements |  |
| SFIPROC405C | Oversee the implementation of a food safety program in the workplace |  |
| SFIPROC406C | Develop food safety programs |  |
| SFIPROC407C | Conduct internal food safety audits |  |
| SFIPROC501C | Manage seafood processing production units |  |
| SFIPROC502C | Produce technical reports on seafood processing systems |  |
| SFIPROC503C | Analyse seafood packaging requirements |  |
| SFIPROC504C | Design and manage a product recall |  |
| SFIPROC601C | Establish costs and/or conditions for sale of seafood product |  |
| SFIPROC602C | Plan and manage seafood and related product concept development |  |
| SFIPROC603C | Develop and manage seafood and related product production trials |  |
| SFIPROC604C | Plan and develop formulations and/or specifications for new seafood product |  |
| SFIPROC606C | Develop and implement energy control systems in seafood processing environments |  |
| SFIPROC607C | Prepare work instructions for new seafood processing tasks |  |
| SFIPROC608C | Provide practical and/or commercial advice to seafood users |  |
| SFIPROC609C | Monitor the seafood business environment to determine threats and opportunities |  |
| SFIPROC610C | Establish and manage effective external relationships |  |
| SFIPROC611C | Participate in a media interview or presentation |  |
| SFISHIP201C | Comply with organisational and legislative requirements |  |
| SFISHIP202C | Contribute to safe navigation |  |
| SFISHIP205C | Maintain marine plant |  |
| SFISHIP206C | Operate a small vessel |  |
| SFISHIP207C | Operate and maintain outboard motors |  |
| SFISHIP208C | Operate low powered diesel engines |  |
| SFISHIP211C | Prepare for maintenance |  |
| SFISTOR202C | Receive and distribute product |  |
| SFISTOR203C | Assemble and load refrigerated product |  |
| SFISTOR204A | Prepare, pack and dispatch stock for live transport |  |
| SFISTOR205A | Prepare, pack and dispatch non-live product |  |
| SFISTOR301C | Operate refrigerated storerooms |  |

#### Imported Units of Competency in SFI11

|  |  |  |
| --- | --- | --- |
| Unit Code | Unit Title | Origin |
| ACMCAS305A | Maintain aquascapes and aquatic animals | ACM10 |
| ACMCAS403A | Design, construct and maintain aquascapes | ACM10 |
| AHCAGB301A | Keep records for a primary production business | AHC10 |
| AHCAGB502A | Plan and manage infrastructure requirements | AHC10 |
| AHCAGB503A | Plan and monitor production processes | AHC10 |
| AHCAGB505A | Develop a whole farm plan | AHC10 |
| AHCAGB601A | Develop export markets for produce | AHC10 |
| AHCAGB602A | Manage estate planning | AHC10 |
| AHCAGB603A | Manage the production system | AHC10 |
| AHCAGB604A | Analyse business performance | AHC10 |
| AHCAGB605A | Manage business capital | AHC10 |
| AHCARB205A | Operate and maintain chainsaws | AHC10 |
| AHCBIO202A | Follow site quarantine procedures | AHC10 |
| AHCBUS402A | Cost a project | AHC10 |
| AHCBUS404A | Operate within a budget framework | AHC10 |
| AHCBUS501A | Manage staff | AHC10 |
| AHCBUS502A | Market products and services | AHC10 |
| AHCBUS505A | Develop a marketing plan | AHC10 |
| AHCBUS506A | Develop and review a business plan | AHC10 |
| AHCBUS507A | Monitor and review business performance | AHC10 |
| AHCBUS601A | Manage capital works | AHC10 |
| AHCBUS603A | Develop and review a strategic plan | AHC10 |
| AHCCCF403A | Obtain and manage sponsorship | AHC10 |
| AHCCCF404A | Contribute to association governance | AHC10 |
| AHCCCF405A | Develop community networks | AHC10 |
| AHCCCF407A | Obtain resources from community and group | AHC10 |
| AHCCCF408A | Promote community programs | AHC10 |
| AHCCCF409A | Participate in assessments of project submissions | AHC10 |
| AHCCCF410A | Support individuals in resource management change processes | AHC10 |
| AHCCCF411A | Develop approaches to include cultural and human diversity | AHC10 |
| AHCCCF412A | Coordinate board/committee elections | AHC10 |
| AHCCCF413A | Service committees | 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 |
| AHCCCF502A | Facilitate development of group goals and projects | AHC10 |
| AHCCCF503A | Promote group formation and development | AHC10 |
| AHCCCF504A | Support group and community changes in resource management | AHC10 |
| AHCCCF505A | Contribute to regional planning process | AHC10 |
| AHCCCF506A | Manage the incorporation of a group | AHC10 |
| AHCCCF601A | Map regional issues and stakeholders | AHC10 |
| AHCCHM201A | Apply chemicals under supervision | AHC10 |
| AHCCHM303A | Prepare and apply chemicals | AHC10 |
| AHCCHM304A | Transport, handle and store chemicals | AHC10 |
| AHCCHM401A | Minimise risks in the use of chemicals | AHC10 |
| AHCCHM402A | Plan and implement a chemical use program | AHC10 |
| AHCCHM403A | Prepare safe operating procedures for calibration of equipment | AHC10 |
| AHCCHM501A | Develop and manage a chemical use strategy | AHC10 |
| AHCFAU201A | Recognise fauna | AHC10 |
| AHCILM201A | Maintain cultural places | AHC10 |
| AHCILM202A | Observe and report plants and/or animals | AHC10 |
| AHCILM203A | Record information about country | AHC10 |
| AHCILM305A | Work with an Aboriginal Community or organisation | AHC10 |
| AHCILM401A | Protect places of cultural significance | AHC10 |
| AHCILM403A | Contribute to the proposal for a negotiated outcome for a given area of country | AHC10 |
| AHCILM404A | Record and document community history | AHC10 |
| AHCILM405A | Develop work practices to accommodate cultural identity | AHC10 |
| AHCILM506A | Operate within community cultures and goals | AHC10 |
| AHCILM508A | Propose a negotiated outcome for a given area of country | AHC10 |
| AHCINF202A | Install, maintain and repair fencing | AHC10 |
| AHCINF203A | Maintain properties and structures | AHC10 |
| AHCINF204A | Fabricate and repair metal or plastic structures | AHC10 |
| AHCINF301A | Implement property improvement, construction and repair | AHC10 |
| AHCINF303A | Plan and construct conventional fencing | AHC10 |
| AHCLPW304A | Carry out inspection of designated area | AHC10 |
| AHCLPW403A | Inspect and monitor cultural places | AHC10 |
| AHCLPW404A | Produce maps for land management purposes | AHC10 |
| AHCLPW405A | Monitor biodiversity | AHC10 |
| AHCLPW601A | Coordinate the preparation of a regional resource management plan | AHC10 |
| AHCLSC302A | Construct landscape features using concrete | AHC10 |
| AHCLSC303A | Construct brick and/or block structures and features | AHC10 |
| AHCLSC304A | Erect timber structures and features | AHC10 |
| AHCLSK319A | Slaughter livestock | AHC10 |
| AHCLSK321A | Service and repair bores and windmills | AHC10 |
| AHCMOM202A | Operate tractors | AHC10 |
| AHCMOM204A | Undertake operational maintenance of machinery | AHC10 |
| AHCMOM205A | Operate vehicles | AHC10 |
| AHCMOM304A | Operate machinery and equipment | AHC10 |
| AHCMOM305A | Operate specialised machinery and equipment | AHC10 |
| AHCMOM402A | Supervise maintenance of property machinery and equipment | AHC10 |
| AHCMOM501A | Manage machinery and equipment | AHC10 |
| AHCMOM502A | Implement a machinery management system | AHC10 |
| AHCMOM601A | Analyse machinery options | AHC10 |
| AHCNAR202A | Maintain wildlife habitat refuges | AHC10 |
| AHCNAR301A | Maintain natural areas | AHC10 |
| AHCNAR302A | Collect and preserve biological samples | AHC10 |
| AHCNAR303A | Implement revegetation works | AHC10 |
| AHCNAR401A | Supervise natural area restoration works | AHC10 |
| AHCNAR402A | Plan the implementation of revegetation works | AHC10 |
| AHCPCM502A | Collect and classify plants | AHC10 |
| AHCPGD206A | Conduct visual inspection of park facilities | AHC10 |
| AHCPMG201A | Treat weeds | AHC10 |
| AHCPMG202A | Treat plant pests, diseases and disorders | AHC10 |
| AHCPMG303A | Maintain biological cultures | 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 |
| AHCPMG407A | Monitor and evaluate the local pest management action plan | AHC10 |
| AHCSAW201A | Conduct erosion and sediment control activities | AHC10 |
| AHCSAW302A | Implement erosion and sediment control measures | AHC10 |
| AHCSAW401A | Set out conservation earthworks | AHC10 |
| AHCSAW402A | Supervise on-site implementation of conservation earthworks | AHC10 |
| AHCVPT303A | Survey pest animals | AHC10 |
| AHCWRK305A | Coordinate work site activities | AHC10 |
| AHCWRK402A | Provide information on issues and policies | AHC10 |
| AHCWRK403A | Supervise work routines and staff performance | AHC10 |
| AHCWRK404A | Ensure compliance with pest legislation | AHC10 |
| AHCWRK501A | Plan, implement and review a quality assurance program | AHC10 |
| AHCWRK502A | Collect and manage data | AHC10 |
| AHCWRK503A | Prepare reports | AHC10 |
| AHCWRK603A | Design and conduct a field-based research trial | AHC10 |
| BSBADM311A | Maintain business resources | BSB07 |
| BSBADM407B | Administer projects | BSB07 |
| BSBADM409A | Coordinate business resources | BSB07 |
| BSBADM502B | Manage meetings | BSB07 |
| BSBADM504B | Plan or review administration systems | BSB07 |
| BSBATSIC411C | Communicate with the community | BSB07 |
| BSBAUD402B | Participate in a quality audit | BSB07 |
| BSBCMM401A | Make a presentation | BSB07 |
| BSBCUS201B | Deliver a service to customers | BSB07 |
| BSBCUS301B | Deliver and monitor a service to customers | BSB07 |
| BSBCUS401B | Coordinate implementation of customer service strategies | BSB07 |
| BSBCUS402B | Address customer needs | BSB07 |
| BSBCUS403B | Implement customer service standards | BSB07 |
| BSBEBU401A | Review and maintain a website | BSB07 |
| BSBEBU501A | Investigate and design e business solutions | BSB07 |
| BSBFIA301A | Maintain financial records | BSB07 |
| BSBFIA302A | Process payroll | BSB07 |
| BSBFIA303A | Process accounts payable and receivable | BSB07 |
| BSBFIA401A | Prepare financial reports | BSB07 |
| BSBFIA402A | Report on financial activity | BSB07 |
| BSBFIM501A | Manage budgets and financial plans | BSB07 |
| BSBFIM502A | Manage payroll | 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 |
| BSBHRM404A | Review human resources functions | BSB07 |
| BSBHRM405A | Support the recruitment, selection and induction of staff | BSB07 |
| BSBHRM501B | Manage human resources services | BSB07 |
| BSBHRM506A | Manage recruitment selection and induction processes | BSB07 |
| BSBINM201A | Process and maintain workplace information | BSB07 |
| BSBINM301A | Organise workplace information | BSB07 |
| BSBINM401A | Implement workplace information system | BSB07 |
| BSBINM501A | Manage an information or knowledge management system | BSB07 |
| BSBINN301A | Promote innovation in a team environment | BSB07 |
| BSBINN502A | Build and sustain an innovative work environment | BSB07 |
| BSBINM601A | Manage knowledge and information | BSB07 |
| BSBITS401B | Maintain business technology | BSB07 |
| BSBITU203A | Communicate electronically | BSB07 |
| BSBITU305A | Conduct online transactions | BSB07 |
| BSBITU306A | Design and produce business documents | BSB07 |
| BSBITU307A | Develop keyboarding speed and accuracy | BSB07 |
| BSBITU309A | Produce desktop published documents | BSB07 |
| BSBITU404A | Produce complex desktop published documents | BSB07 |
| BSBLED401A | Develop teams and individuals | BSB07 |
| BSBLED501A | Develop a workplace learning environment | BSB07 |
| BSBMGT401A | Show leadership in the workplace | BSB07 |
| BSBMGT402A | Implement operational plan | BSB07 |
| BSBMGT403A | Implement continuous improvement | BSB07 |
| BSBMGT404A | Lead and facilitate off site staff | BSB07 |
| BSBMGT502B | Manage people performance | BSB07 |
| BSBMGT515A | Manage operational plan | BSB07 |
| BSBMGT516C | Facilitate continuous improvement | BSB07 |
| BSBMGT605B | Provide leadership across the organisation | BSB07 |
| BSBMGT616A | Develop and implement strategic plans | BSB07 |
| BSBMGT617A | Develop and implement a business plan | BSB07 |
| BSBMKG413A | Promote products and services | BSB07 |
| BSBPMG522A | Undertake project work | BSB07 |
| BSBPUR401B | Plan purchasing | BSB07 |
| BSBPUR402B | Negotiate contracts | BSB07 |
| BSBPUR501C | Develop, implement and review purchasing strategies | BSB07 |
| BSBPUR502B | Manage supplier relationships | BSB07 |
| BSBPUR504B | Manage a supply chain | BSB07 |
| BSBREL401A | Establish networks | BSB07 |
| BSBRES401A | Analyse and present research information | BSB07 |
| BSBRKG304B | Maintain business records | BSB07 |
| BSBRSK401A | Identify risk and apply risk management processes | BSB07 |
| BSBRSK501B | 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 |
| BSBSMB405B | Monitor and manage small business operations | BSB07 |
| BSBSMB406A | Manage small business finances | BSB07 |
| BSBSMB407A | Manage a small team | BSB07 |
| BSBRKG402B | Provide information from and about records | BSB07 |
| BSBSUS201A | Participate in environmentally sustainable work practices | BSB07 |
| BSBSUS501A | Develop workplace policy and procedures for sustainability | BSB07 |
| BSBWHS401A | Implement and monitor WHS policies, procedures and programs to meet legislative requirements | BSB07 |
| BSBWOR204A | Use business technology | BSB07 |
| BSBWOR301B | Organise personal work priorities and development | BSB07 |
| BSBWOR401A | Establish effective workplace relationships | BSB07 |
| BSBWOR402A | Promote team effectiveness | BSB07 |
| BSBWOR404B | Develop work priorities | BSB07 |
| BSBWOR501B | Manage personal work priorities and professional development | BSB07 |
| BSBWRK510A | Manage employee relations | BSB07 |
| BSBWRT401A | Write complex documents | BSB07 |
| CHCCD404E | Develop and implement community programs | CHC08 |
| FDFFS2001A | Implement the food safety program and procedures | FDF10 |
| FDFFS3001A | Monitor the implementation of quality and food safety programs | FDF10 |
| FDFOP1005A | Operate basic equipment | FDF10 |
| FDFOP1006A | Monitor process operation | FDF10 |
| FDFOP1007A | Participate effectively in a workplace environment | FDF10 |
| FDFOP1009A | Follow work procedures to maintain quality | FDF10 |
| FDFOP2010A | Work with temperature controlled stock | FDF10 |
| FDFOP2011A | Conduct routine maintenance | FDF10 |
| FDFOP2013A | Applying sampling procedures | FDF10 |
| FDFOP2019A | Fill and close product in cans | FDF10 |
| FDFOP2023A | Operate a packaging process | FDF10 |
| FDFOP2028A | Operate a mixing or blending process | FDF10 |
| FDFOP2036A | Operate an extrusion process | FDF10 |
| FDFOP2040A | Operate a heat treatment process | FDF10 |
| FDFOP2044A | Operate a retort process | FDF10 |
| FDFOP2045A | Operate pumping equipment | FDF10 |
| FDFOP2046A | Operate a production process | FDF10 |
| FDFOP2056A | Operate a freezing process | FDF10 |
| FDFOP2061A | Use numerical applications in the workplace | FDF10 |
| FDFOP2063A | Apply quality systems and procedures | FDF10 |
| FDFOP3003A | Operate interrelated processes in a production system | FDF10 |
| FDFOP3004A | Operate interrelated processes in a packaging system | FDF10 |
| FDFPPL3002A | Report on workplace performance | FDF10 |
| FDFPPL3003A | Support and mentor individuals and groups | FDF10 |
| FDFSUG218A | Operate a boiler - basic | FDF10 |
| FDFSUG222A | Operate a waste water treatment system | FDF10 |
| FDFTEC3001A | Participate in HACCP team | FDF10 |
| FDFTEC3002A | Implement the pest prevention program | FDF10 |
| FDFTEC3003A | Apply raw materials, ingredient and process knowledge to production problems | FDF10 |
| FNSACC301A | Process financial transactions and extract interim reports | FNS10 |
| FNSORG604A | Establish outsourced services and monitor performance | FNS10 |
| FPICOT2233B | Navigate in forest areas | FPI05 |
| FPIFGM2201B | Collect seed | FPI05 |
| FPIFGM3202B | Extract seed | FPI05 |
| HLTAID003 | Provide first aid | HLT |
| HLTFA311A | Apply first aid | HLT07 |
| LGACOM502B | Devise and conduct community consultations | LGA04 |
| MARB001 | Assist with routine maintenance of a vessel | MAR |
| MARB002 | Perform basic servicing and maintenance of main propulsion unit and auxiliary systems | MAR |
| MARB009 | Manage refuelling | MAR |
| MARC003 | Operate and maintain extra low and low voltage electrical systems and equipment | MAR |
| MARC005 | Operate inboard and outboard motors | MAR |
| MARC006 | Operate main propulsion and auxiliary systems | MAR |
| MARC020 | Transmit and receive information by marine radio | MAR |
| MARF001 | Apply basic survival skills in the event of vessel abandonment | MAR |
| MARF002 | Follow procedures to minimise and fight fires on board a vessel | MAR |
| MARF004 | Meet work health and safety requirements | MAR |
| MARF005 | Survive at sea using survival craft | MAR |
| MARG002 | Manage a small crew | MAR |
| MARH001 | Plan and navigate a passage for a vessel up to 12 metres | MAR |
| MARI001 | Comply with regulations to ensure safe operation of a vessel up to 12 metres | MAR |
| MARI002 | Comply with regulations to ensure safe operation of a vessel up to 80 metres | MAR |
| MARJ001 | Follow environmental work practices | MAR |
| MARK001 | Handle a vessel up to 12 metres | MAR |
| MARN002 | Apply seamanship skills aboard a vessel up to 12 metres | MAR |
| MARN003 | Perform seamanship operations on board a vessel up to 24 metres | MAR |
| MEM15001B | Perform basic statistical quality control | MEM05 |
| MEM18001C | Use hand tools | MEM05 |
| MEM18002B | Use power tools/hand held operations | MEM05 |
| MSAPMOPS405A | Identify problems in fluid power system | MSA07 |
| MSAPMOPS406A | Identify problems in electronic control systems | MSA07 |
| MSAPMPER300B | Issue work permits | MSA07 |
| MSAPMSUP303A | Identify equipment faults | MSA07 |
| MSAPMSUP390A | Use structured problem solving tools | MSA07 |
| MSAPMSUP310A | Contribute to the development of plant documentation | MSA07 |
| MSL924001A | Process and interpret data | MSL09 |
| MSL933001A | Maintain the laboratory/field workplace fit for purpose | MSL09 |
| MSL973001A | Perform basic tests | MSL09 |
| MSS402001A | Apply competitive systems and practices | MSS11 |
| MSS402002A | Sustain process improvements | MSS11 |
| MSS402010A | Manage the impact of change on own work | MSS11 |
| MSS402021A | Apply Just in Time procedures | MSS11 |
| MSS402030A | Apply cost factors to work practices | MSS11 |
| MSS402031A | Interpret product costs in terms of customer requirements | MSS11 |
| MSS402040A | Apply 5S procedures | MSS11 |
| MSS402050A | Monitor process capability | MSS11 |
| MSS402051A | Apply quality standards | MSS11 |
| MSS402060A | Use planning software systems in operations | MSS11 |
| MSS402061A | Use SCADA systems in operations | MSS11 |
| MSS402080A | Undertake root cause analysis | MSS11 |
| MSS402081A | Contribute to the application of a proactive maintenance strategy | MSS11 |
| MSS403001A | Implement competitive systems and practices | MSS11 |
| MSS403002A | Ensure process improvements are sustained | MSS11 |
| MSS403005A | Facilitate use of a Balanced Scorecard for performance improvement | MSS11 |
| MSS403010A | Facilitate change in an organisation implementing competitive systems and practices | MSS11 |
| MSS403011A | Facilitate implementation of competitive systems and practices | MSS11 |
| MSS403013A | Lead team culture improvement | MSS11 |
| MSS403021A | Facilitate a Just in Time system | MSS11 |
| MSS403023A | Monitor a levelled pull system of operations | MSS11 |
| MSS403030A | Improve cost factors in work practices | MSS11 |
| MSS403032A | Analyse manual handling processes | MSS11 |
| MSS403040A | Facilitate and improve implementation of 5S | MSS11 |
| MSS403041A | Facilitate breakthrough improvements | MSS11 |
| MSS403051A | Mistake proof an operational process | MSS11 |
| MSS404050A | Undertake process capability improvements | MSS11 |
| MSS404052A | Apply statistics to operational processes | MSS11 |
| MSS404053A | Use six sigma techniques | MSS11 |
| MSS404060A | Facilitate the use of planning software systems in a work area or team | MSS11 |
| MSS404061A | Facilitate the use of SCADA systems in a team or work area | MSS11 |
| MSS404082A | Assist in implementing a proactive maintenance strategy | MSS11 |
| MSS404083A | Support proactive maintenance | MSS11 |
| MSS405001A | Develop competitive systems and practices for an organisation | MSS11 |
| MSS405011A | Manage people relationships | MSS11 |
| MSS405020A | Develop quick changeover procedures | MSS11 |
| MSS405050A | Determine and improve process capability | MSS11 |
| MSS405070A | Develop and manage sustainable energy practices | MSS11 |
| MTMCOR402C | Facilitate Quality Assurance process | MTM11 |
| MTMCOR403A | Participate in OH&S risk control process | MTM11 |
| MTMCOR404A | Facilitate hygiene and sanitation performance | MTM11 |
| MTMPSR412A | Participate in product recall | MTM11 |
| MTMPSR414A | Establish sampling program | MTM11 |
| MTMP2002C | Prepare animals for slaughter | MTM11 |
| MTMPS5603B | Develop, manage and maintain quality systems | MTM11 |
| MTMPSR406B | Manage and maintain a food safety plan | MTM11 |
| MTMPSR5601B | Design and manage the food safety system | MTM11 |
| MTMS313A | Prepare product formulations | MTM11 |
| MTMSR303A | Smoke product | MTM11 |
| PSPETHC301B | Uphold the principles and values of public service | PSP12 |
| PSPETHC401A | Uphold and support the values and principles of public service | PSP12 |
| PSPFRAU401B | Monitor data for indicators of fraud | PSP12 |
| PSPLEGN301B | Comply with legislation in the public sector | PSP12 |
| PSPPOL501A | Develop organisation policy | PSP12 |
| PSPPOL601A | Develop public policy | PSP12 |
| PSPREG401C | Exercise regulatory powers | PSP12 |
| PSPREG404C | Investigate non-compliance | PSP12 |
| PSPREG407B | Produce formal record of interview | PSP12 |
| PSPREG409B | Prepare a brief of evidence | PSP12 |
| PSPREG410B | Give evidence | PSP12 |
| PSPREG411A | Gather information through interviews | PSP12 |
| PSPREG412A | Gather and manage evidence | PSP12 |
| PSPREG415A | Receive and validate data | PSP12 |
| PSPREG418A | Advise on progress of investigations | PSP12 |
| PSPREG502A | Coordinate investigation processes | PSP12 |
| PUAPOL028B | Manage investigation information processes | PUA12 |
| PUAPOL030B | Review and evaluate major investigations | PUA12 |
| PUATEA001B | Work in a team | PUA12 |
| RIICCM205D | Carry out manual excavation | RII |
| RIICCM208D | Carry out basic levelling | RII |
| RIICCM211D | Erect and dismantle temporary fencing and gates | RII |
| RIICRC208D | Lay pipes | RII |
| RIISAM201D | Handle resources and infrastructure materials and safely dispose of non toxic materials | RII |
| RIISAM203D | Use hand and power tools | RII |
| RIISAM204D | Operate small plant and equipment | RII |
| SIRRMER001A | Merchandise food products | SIR07 |
| SIRRMER003A | Prepare and display fast food items | SIR07 |
| SIRRRPK001A | Advise on food products and services | SIR07 |
| SIRXCCS201 | Apply point-of-sale handling procedures | SIR07 |
| SIRXCCS202 | Interact with customers | SIR07 |
| SIRXCCS304 | Coordinate interaction with customers | SIR07 |
| SIRXCLM101 | Organise and maintain work areas | SIR07 |
| SIRXCLM402 | Manage store facilities | SIR07 |
| SIRXFIN201 | Balance and secure point-of-sale terminal | SIR07 |
| SIRXICT001A | Operate retail technology | SIR07 |
| SIRXICT303 | Operate retail information technology systems | SIR07 |
| SIRXINV001A | Perform stock control procedures | SIR07 |
| SIRXINV002A | Maintain and order stock | SIR07 |
| SIRXINV005A | Control inventory | SIR07 |
| SIRXMER303 | Coordinate merchandise presentation | SIR07 |
| SIRXMER004A | Manage merchandise and store presentation | SIR07 |
| SIRXMGT001A | Coordinate work teams | SIR07 |
| SIRXRSK001A | Minimise theft | SIR07 |
| SIRXRSK002A | Maintain store security | SIR07 |
| SIRXRSK404 | Control store security | SIR07 |
| SIRXSLS201 | Sell products and services | SIR07 |
| SIRXSLS002A | Advise on products and services | SIR07 |
| SIRXWHS302 | Maintain store safety | SIR07 |
| SISOODR302A | Plan outdoor recreation activities | SIS10 |
| SISOOPS304A | Plan for minimal environmental impact | SIS10 |
| SISOSCB301A | SCUBA dive in open water to a maximum depth of 18 metres | SIS10 |
| SITHACS101 | Clean premises and equipment | SIT12 |
| SITXINV201 | Receive and store stock | SIT12 |
| SITXINV202 | Maintain the quality of perishable items | SIT12 |
| SITXINV401 | Control stock | SIT12 |
| SITXMPR401 | Coordinate production of brochures and marketing materials | SIT12 |
| SITXMPR402 | Create a promotional display or stand | SIT12 |
| SITXMPR404 | Coordinate marketing activities | SIT12 |
| SITXMPR502 | Develop and manage marketing strategies | SIT12 |
| TAADEL502B | Facilitate action learning projects | TAA04 |
| TAEASS301B | Contribute to assessment | TAE10 |
| TAEASS401B | Plan assessment activities and processes | TAE10 |
| TAEASS402B | Assess competence | TAE10 |
| TAEASS403B | Participate in assessment validation | TAE10 |
| TAEASS502A | Design and develop assessment tools | 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 |
| TLIA2009A | Complete and check import/export documentation | TLI10 |
| 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 |
| TLID2013A | Move materials mechanically using automated equipment | TLI10 |
| TLIL4005A | Apply conflict/grievance resolution strategies | TLI10 |
| TLILIC0012A | Licence to operate a vehicle loading crane (capacity 10 metre tonnes and above) | TLI10 |
| TLILIC2001A | Licence to operate a forklift truck | 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 |

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 unit selection | E |
| 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 Seafood Industry (Seafood Processing) | SFI20511 Certificate II in Seafood Processing | Minimum number of units reduced from 19 to 15  Increased flexibility in unit selection | E |
| 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 SFI11v1 to SFI11v2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SFI11v1 CODE | SFI11v1 TITLE | SFI11v2 CODE | SFI11v2 TITLE | Equivalence | Comments |
| SFIAQUA412A | Develop emergency procedures for an aquaculture enterprise | SFIAQUA413A | Develop emergency procedures for an aquaculture enterprise | E | Broadened application by removing reference to on-land operations |
| SFIDIVE301B | Work effectively as a diver in the seafood industry | SFIDIVE309A | Work effectively as a diver in the seafood industry | N | Updated prerequisite |
| SFIDIVE302B | Perform diving operations using surface-supplied breathing apparatus | SFIDIVE310A | Perform diving operations using SSBA | N | Updated prerequisite |
| SFIDIVE303B | Perform diving operations using self-contained underwater breathing apparatus | SFIDIVE311A | Perform diving operations using SCUBA | N | Updated prerequisite |
| SFIDIVE304B | Undertake emergency procedures in diving operations using surface-supplied breathing apparatus | SFIDIVE312A | Undertake emergency procedures in diving operations using SSBA | N | Updated prerequisite |
| SFIDIVE305B | Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus | SFIDIVE313A | Undertake emergency procedures in diving operations using SCUBA | N | Updated prerequisite |
| SFIDIVE306B | Perform compression chamber diving operations | SFIDIVE314A | Perform compression chamber diving operations | N | Updated prerequisite |
| SFIDIVE307B | Perform underwater work in the aquaculture sector | SFIDIVE315A | Perform underwater work in the aquaculture sector | N | Updated prerequisite |
| SFIDIVE308B | Perform underwater work in the wild catch sector | SFIDIVE316A | Perform underwater work in the wild catch sector | N | Updated prerequisite |
| SFIFISH201C | Provide support for diving operations | SFIFISH211A | Provide support for diving operations | N | Updated prerequisite |
| SFIFISH307C | Perform breath-hold diving operations | SFIFISH312A | Perform breath-hold diving operations | N | Updated prerequisite |

Mapping of units of competency from SFI04 to SFI11

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SFI04 CODE | SFI04 TITLE | SFI11 CODE | SFI11 TITLE | Equivalence | Comments |
| SFICORE101B | Apply basic food handling and safety practices | SFICORE101C | Apply basic food handling and safety practices | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICORE103B | Communicate in the seafood industry | SFICORE103C | Communicate in the seafood industry | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICORE105A | Work effectively in the seafood industry | SFICORE105B | Work effectively in the seafood industry | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICORE106A | Meet workplace OHS requirements | SFICORE106B | Meet workplace OHS requirements | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA102A | Carry out basic aquaculture activities | SFIAQUA102B | Carry out basic aquaculture activities | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA201B | Collect broodstock and seedstock | SFIAQUA201C | Collect broodstock and seedstock | E | Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes |
| SFIAQUA205B | Feed stock | SFIAQUA205C | Feed stock | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA206B | Handle stock | SFIAQUA206C | Handle stock | E | Employability skills and licensing statements added; minor rewording; holding structure added to scope; template changes |
| SFIAQUA209B | Manipulate stock culture environment | SFIAQUA209C | Manipulate stock culture environment | E | Employability skills and licensing statements added; minor rewording; holding environment added to scope; template changes |
| SFIAQUA211B | Undertake routine maintenance of water supply and disposal systems and structures | SFIAQUA211C | 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 |
| SFIAQUA212B | Work with crocodiles | SFIAQUA212C | Work with crocodiles | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA213B | Monitor stock and environmental conditions | SFIAQUA213C | Monitor stock and environmental conditions | E | Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes |
| SFIAQUA214A | Produce algal or live-feed cultures | SFIAQUA214B | Produce algal or live-feed cultures | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA215A | Carry out on-farm post-harvest operations | SFIAQUA215B | 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 |
| SFIAQUA216A | Harvest aquacultured stock | SFIAQUA216B | Harvest cultured or held stock | E | Employability skills and licensing statements added; minor rewording; ornamental and held stock added to scope; template changes |
| SFIAQUA217A | Maintain stock culture and other farm structures | SFIAQUA217B | Maintain stock culture, holding and other farm structures | E | Employability skills and licensing statements added; minor rewording; holding structure added to scope; template changes |
| SFIAQUA218A | Control predators, pests and diseases | SFIAQUA221A | Control predators and pests | N | Unit deleted and split into SFIAQUA221A Control predators and pests, and SFIAQUA222A Control diseases |
| SFIAQUA218A | Control predators, pests and diseases | SFIAQUA222A | Control diseases | N | Unit deleted and split into SFIAQUA221A Control predators and pests, and SFIAQUA222A Control diseases |
| SFIAQUA219A | Operate and maintain high technology water treatment components | SFIAQUA219B | Operate and maintain high technology water treatment components | E | Employability skills and licensing statements added; minor rewording; holding environment added to scope; template changes |
|  |  | SFIAQUA220A | Use waders |  | New unit |
| SFIAQUA301B | Oversee and undertake effluent and waste treatment and disposal | SFIAQUA301C | Oversee and undertake effluent and waste treatment and disposal | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA302B | Construct or install stock culture structures and farm structures | SFIAQUA302C | 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 |
| SFIAQUA303B | Coordinate stock handling activities | SFIAQUA303C | Coordinate stock handling activities | E | Employability skills and licensing statements added; minor rewording; held species added to scope; template changes |
| SFIAQUA305B | Optimise feed uptake |  |  | N | Unit deleted, replaced by new unit SFIAQUA318A Coordinate feed activities, withless elements. |
| SFIAQUA308B | Maintain water quality and environmental monitoring | SFIAQUA308C | Maintain water quality and environmental monitoring | E | Employability skills and licensing statements added; minor rewording; held species added to scope; template changes |
| SFIAQUA309B | Oversee harvest and post-harvest activities | SFIAQUA309C | Oversee harvest and post-harvest activities | E | Employability skills and licensing statements added; minor rewording; held species added to scope; template changes |
| SFIAQUA310B | Oversee emergency procedures in an aquacultural enterprise |  |  | N | Unit deleted, replaced by SFIAQUA315A Oversee emergency procedures for on-land operations |
| SFIAQUA311A | Oversee production and maintain algal or live-feed cultures | SFIAQUA311B | Oversee production and maintain algal or live-feed cultures | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA312A | Oversee the control of pests, predators and diseases |  |  | N | Unit deleted and split into SFIAQUA316A Oversee the control of predators and pests and SFIAQUA317A Oversee the control of diseases |
| SFIAQUA313A | Oversee operations of high technology water treatment components | SFIAQUA313B | 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 |
|  |  | SFIAQUA314A | Support hatchery operations |  | New unit |
|  |  | SFIAQUA315A | Oversee emergency procedures for on-land operations | N | New unit based on SFIAQUA310B, focus is now on on-land seafood operations |
|  |  | SFIAQUA316A | Oversee the control of predators and pests | N | New unit based on SFIAQUA312A, focus is on predators and pests |
|  |  | SFIAQUA317A | Oversee the control of diseases | N | New unit based on SFIAQUA312A, focus is on diseases |
|  |  | SFIAQUA318A | Coordinate feed activities | N | New unit based on SFIAQUA305B/ Elements and performance criteria have changed. |
| SFIAQUA401B | Develop and implement a stock health program | SFIAQUA401C | 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 |
| SFIAQUA402B | Coordinate construction or installation of stock culture and farm structures | SFIAQUA402C | 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 |
| SFIAQUA408B | Supervise harvest and post-harvest activities | SFIAQUA408C | Supervise harvest and post-harvest activities | E | Employability 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; template changes |
| SFIAQUA502B | Develop and implement an aquaculture breeding strategy | SFIAQUA502C | Develop and implement an aquaculture breeding strategy | E | Employability skills and licensing statements added; minor rewording; ornamental enterprise added to scope; template changes |
| SFIAQUA503B | Establish an aquacultural enterprise | SFIAQUA503C | Establish an aquacultural enterprise | E | Employability skills and licensing statements added; minor rewording; ornamental enterprise added to scope; template changes |
| SFIAQUA504B | Plan ecologically sustainable aquacultural practices | SFIAQUA504C | Plan environmentally sustainable aquacultural practices | E | Employability skills and licensing statements added; minor rewording; ornamental practices added to scope; template changes |
| SFIAQUA505B | Plan stock health management | SFIAQUA505C | Plan stock health management | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIAQUA507B | Plan and design water supply and disposal systems | SFIAQUA507C | Plan and design water supply and disposal systems | E | Employability skills and licensing 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 |
| SFICOMP202A | Conduct field observations | SFICOMP202B | Conduct field observations | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP203A | Promote sustainable use of local marine and freshwater environments | SFICOMP203B | Promote sustainable use of local marine and freshwater environments | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP204A | Present evidence in a court setting | SFICOMP204B | Present evidence in a court setting | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP205A | Communicate effectively in cross-cultural environments | SFICOMP205B | Communicate effectively in cross-cultural environments | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP302B | Exercise compliance powers | SFICOMP302C | Exercise compliance powers | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP306B | Implement aquaculture compliance | SFICOMP411A | Implement aquaculture compliance | N | Unit deleted and replaced by SFICOMP411A, with additional requirements at AQF 4 |
| SFICOMP308B | Monitor fish catches for legal compliance | SFICOMP308C | Monitor fish catches for legal compliance | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP309B | Operate in remote areas | SFICOMP412A | Operate in remote areas | N | Unit deleted and replaced by SFICOMP412A with additional requirements at AQF 4 |
| SFICOMP310B | Operate off-road vehicles | SFICOMP310C | Operate off-road vehicles | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP311B | Operate vehicles on-road |  |  |  | Unit deleted |
| SFICOMP313B | Promote fisheries management awareness programs | SFICOMP410A | Promote fisheries management awareness programs | N | Unit deleted and replaced by SFICOMP410A, with additional requirements at AQF 4 |
| SFICOMP314B | Undertake patrol operations | SFICOMP409A | Plan and undertake patrol operations | N | Unit deleted and replaced by SFICOMP409A with additional requirements at AQF 4 |
|  |  | SFICOMP315A | Support the judicial process |  | New unit, replaces previously imported PUALAW003A and PUAPOL009A with reduced requirements |
|  |  | SFICOMP316A | Gather, collate and record information |  | New unit, replaces previously imported PUAPOL004A with reduced requirements |
|  |  | SFICOMP317A | Facilitate effective communication in the workplace |  | New unit, replaces previously imported PUAPOL006A with reduced requirements |
|  |  | SFICOMP318A | Perform administrative duties |  | New unit, replaces previously imported PUAPOL010A with reduced requirements |
| SFICOMP401B | Administer the district office | SFICOMP401C | Administer the district office | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP402B | Plan the surveillance operation | SFICOMP402C | Plan the surveillance operation | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP403B | Operate and maintain surveillance equipment | SFICOMP403C | Operate and maintain surveillance equipment | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP404B | Operate an observation post | SFICOMP404C | Operate an observation post | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP405B | Perform post-surveillance duties | SFICOMP405C | Perform post-surveillance duties | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP406B | Perform mobile surveillance | SFICOMP406C | Perform mobile surveillance | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFICOMP407B | Undertake prosecution procedures for magistrate’s court | SFICOMP407C | Undertake prosecution procedures for magistrate’s court | E | Employability skills and licensing statements added; minor rewording; template changes |
|  |  | SFICOMP413A | Maintain operational safety |  | New unit, replaces previously imported 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, frozen and live seafood | SFIDIST202C | Retail fresh, frozen and live seafood | E | Employability 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 changes |
| SFIDIVE302A | Perform diving operations using surface-supplied breathing apparatus | SFIDIVE302B | Perform diving operations using surface-supplied breathing apparatus | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIDIVE303A | Perform diving operations using self-contained underwater breathing apparatus | SFIDIVE303B | Perform diving operations using self-contained underwater breathing apparatus | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIDIVE304A | Undertake emergency procedures in diving operations using surface-supplied breathing apparatus | SFIDIVE304B | Undertake emergency procedures in diving operations using surface-supplied breathing apparatus | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIDIVE305A | Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus | SFIDIVE305B | Undertake emergency procedures in diving operations using self-contained underwater breathing apparatus | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIDIVE306A | Perform compression chamber diving operations | SFIDIVE306B | Perform compression chamber diving operations | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIDIVE307A | Perform underwater work in the aquaculture sector | SFIDIVE307B | Perform underwater work in the aquaculture sector | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIDIVE308A | Perform underwater work in the wild catch sector | SFIDIVE308B | 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 |
| 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; 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 purse seines to land catch | SFIFISH208C | Maintain, prepare, deploy and retrieve purse seines to land catch | E | Employability skills and licensing 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 position pots and traps | SFIFISH310A | Adjust and position fishing gear | N | Unit deleted. 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 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 professionalism | SFILEAD403B | Demonstrate commitment and professionalism | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFILEAD404A | Provide expert information to a Management Advisory Committee | SFILEAD407A | Provide expert information to a resource management group | E | Unit deleted replaced by new unit SFILEAD407A Provide expert information to a resource management group |
| SFILEAD405A | Analyse information to develop strategic fisheries management options within the Management Advisory Committee | SFILEAD408A | Analyse information to develop strategic seafood management options | E | Unit deleted, replaced by new unit SFILEAD408A Analyse information to develop strategic seafood management options |
| SFILEAD406A | Negotiate collective outcomes within the Management Advisory Committee process | SFILEAD409A | 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. |
| SFILEAD501B | Develop and promote industry knowledge | SFILEAD501C | Develop and promote industry knowledge | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFILEAD502B | Shape strategic thinking | SFILEAD502C | Shape strategic thinking | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFILEAD503B | Cultivate productive working relationships | SFILEAD503C | Cultivate productive working relationships | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFILEAD504B | Plan and achieve change and results | SFILEAD504C | Plan and achieve change and results | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFILEAD505B | Communicate with influence | SFILEAD505C | Communicate with influence | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFILEAD506B | Demonstrate personal drive and integrity | SFILEAD506C | Demonstrate personal drive and integrity | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFILEAD507B | Provide corporate leadership | SFILEAD507C | Provide corporate leadership | E | Employability skills and licensing statements added; minor rewording; template 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 |
| SFIPROC101B | Clean fish | SFIPROC101C | Clean fish | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC102B | Clean work area | SFIPROC102C | Clean work area | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC105A | Fillet fish and prepare portions | SFIPROC105B | Fillet fish and prepare portions | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC106A | Work with knives | SFIPROC106B | Work with knives | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC201B | Head and peel crustaceans | SFIPROC201C | Head and peel crustaceans | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC202B | Process squid, cuttlefish and octopus | SFIPROC202C | Process squid, cuttlefish and octopus | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC203B | Shuck molluscs | SFIPROC203C | Shuck molluscs | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC302B | Handle and pack sashimi-grade fish | SFIPROC302C | Handle and pack sashimi-grade fish | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC304A | Boil and pack crustaceans | SFIPROC304B | Boil and pack crustaceans | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC305A | Slaughter and process crocodiles | SFIPROC305B | Slaughter and process crocodiles | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC401B | Evaluate a batch of seafood | SFIPROC401C | Evaluate a batch of seafood | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC402B | Maintain hygiene standards while servicing a food-handling area | SFIPROC402C | Maintain hygiene standards while servicing a food handling area | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC403B | Follow basic food safety practices | SFIPROC403C | Follow basic food safety practices | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC404B | Apply and monitor food safety requirements | SFIPROC404C | Apply and monitor food safety requirements | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC405B | Oversee the implementation of a food safety program in the workplace | SFIPROC405C | Oversee the implementation of a food safety program in the workplace | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC406B | Develop food safety programs | SFIPROC406C | Develop food safety programs | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC407B | Conduct food safety audits | SFIPROC407C | Conduct internal food safety audits | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC501B | Manage seafood processing production unit/s | SFIPROC501C | Manage seafood processing production units | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC502B | Produce technical reports on seafood processing systems | SFIPROC502C | Produce technical reports on seafood processing systems | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC503B | Analyse seafood packaging requirements | SFIPROC503C | Analyse seafood packaging requirements | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC504B | Design and manage a product recall | SFIPROC504C | Design and manage a product recall | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC601B | Establish costs and/or conditions for sale of seafood product | SFIPROC601C | Establish costs and/or conditions for sale of seafood product | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC602B | Plan and manage seafood and related product concept development | SFIPROC602C | Plan and manage seafood and related product concept development | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC603B | Develop and manage seafood and related product production trials | SFIPROC603C | Develop and manage seafood and related product production trials | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC604B | Plan and develop formulations and/or specifications for new seafood product | SFIPROC604C | Plan and develop formulations and/or specifications for new seafood product | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC606B | Develop and implement energy control systems in seafood processing environments | SFIPROC606C | Develop and implement energy control systems in seafood processing environments | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC607B | Prepare work instructions for new seafood processing tasks | SFIPROC607C | Prepare work instructions for new seafood processing tasks | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC608B | Provide practical and/or commercial advice to seafood users | SFIPROC608C | Provide practical and/or commercial advice to seafood users | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC609B | Monitor the seafood business environment to determine threats and opportunities | SFIPROC609C | Monitor the seafood business environment to determine threats and opportunities | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC610B | Establish and manage effective external relationships | SFIPROC610C | Establish and manage effective external relationships | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFIPROC611B | Participate in a media interview or presentation | SFIPROC611C | 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 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 maritime operations units |
| SFISHIP212B | Take emergency action on board a vessel |  |  |  | Unit deleted, Refer to TDM07 for current maritime operations units. TDMMF1107B, TDMMF5407A, TDMMF5507A may be suitable replacements. |
| SFISHIP301B | Apply emergency procedures on board a ship |  |  |  | Unit deleted, Refer to TDM07 for current maritime operations units. TDMMF1107B, TDMMF5407A, TDMMF5507A may be suitable replacements. |
| SFISTOR201B | Prepare and pack stock for live transport | SFISTOR204A | Prepare, pack and dispatch stock for live transport | N | Unit deleted and replaced by SFISTOR204A and SFISTOR205A to accommodate live and non live product in separate units. |
| SFISTOR201B | Prepare and pack stock for live transport | SFISTOR205A | Prepare, pack and dispatch non-live product | N | Unit deleted and replaced by SFISTOR204A and SFISTOR205A to accommodate live and non live product in separate units. |
| SFISTOR202B | Receive and distribute product | SFISTOR202C | Receive and distribute product | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFISTOR203B | Assemble and load refrigerated product | SFISTOR203C | Assemble and load refrigerated product | E | Employability skills and licensing statements added; minor rewording; template changes |
| SFISTOR301B | Operate refrigerated storerooms | SFISTOR301C | Operate refrigerated storerooms | E | Employability skills and licensing statements added; minor rewording; template changes |

Mapping of imported units

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| --- | --- | --- |
| 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 |
| 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 sustainability | BSB07 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |

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?

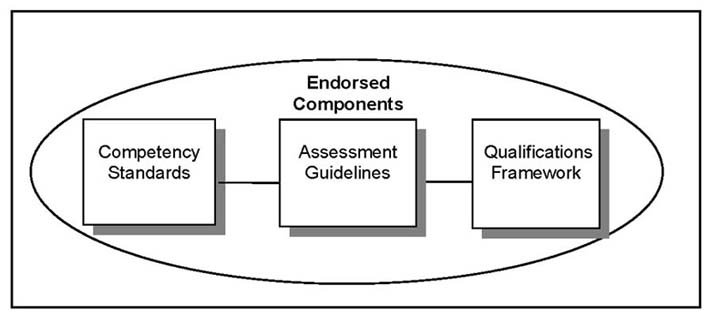
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

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.

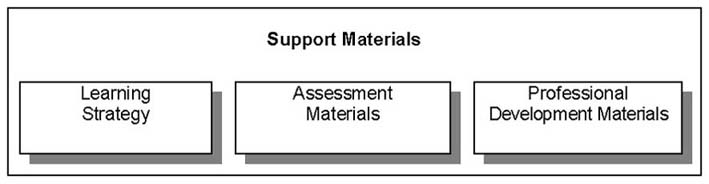
Qualifications Framework

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

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.

* 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.

### 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.

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| 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

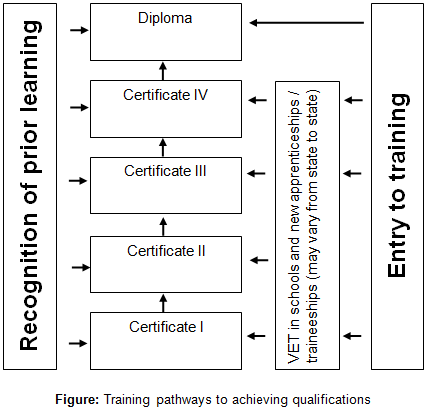
The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact AgriFood Skills Australia

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.



## 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. |

Skill Sets in this Training Package

| Skill Sets in this Training Package |
| --- |
| Skill Sets available through the SFI11 Seafood Industry Training Package:   * SFISS00001 Environmental Management Systems Coordinator Skill Set * SFISS00002 Extended Fishing Charter Operator Skill Set * SFISS00003 Fisheries Resource Management Observer Skill Set * SFISS00004 Fishing Operator Skill Set * SFISS00005 Industry Leadership - Resource Management Group Membership Skill Set * SFISS00006 Industry Leadership - Sector Representation Skill Set * SFISS00007 Industry Leadership - Strategic Development Skill Set * SFISS00008 Limited Fishing Charter Operator Skill Set * SFISS00009 Net Construction and Repair Skill Set * SFISS00010 Fish Processor Induction Skill Set * SFISS00011 Deckhand Induction Skill Set * SFISS00012 Abalone Diver Environmental Management Skill Set * SFISS00013 Senior Deckhand Skill Set * SFISS00014 Skipper Skill Set   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. |

Assessment Guidelines

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| 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 | |
| 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 |
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| 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 * 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. |

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| Industry Assessment Contextualisation 1 |
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| Employability Skills in the industry context |
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| 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 * 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 * 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. |

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| 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 |

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.

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| 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.

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| 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.